

96 00343

SFCA-0432

San Francisco Sheriff's Department

SUMMARY OF INMATE PROGRAMS



INSTITUTE OF GOVERNMENTAL
STUDIES LIBRARY
OCT 4 1995
UNIVERSITY OF CALIFORNIA

Sheriff Michael Hennessey

Compiled by: Assistant Sheriff Michael Marcum;
Lt. Rebecca Benoit, County Jail #7;
Sunny Schwartz, Esq., Program Administrator

Introduction

The San Francisco Sheriff's Department principles and duties are:

1. To operate a safe, clean, secure and orderly jail facility;
2. To provide employees with a clear sense of purpose;
3. To fulfill a professional obligation to the citizens of the city and county of San Francisco; and
4. To provide prisoners with the opportunity for pro-social change and accountability by providing educational, vocational, art, counseling, and cultural programs.

Program Curriculum

This program packet illustrates the San Francisco Sheriff's comprehensive inmates programs with related articles and commentary. Inquiries concerning inmate programs can be directed to Sunny Schwartz, Program Administrator at 415/553-9600.

1900

1901

1902

1903

1904

1905

1906

1907

1908

1909

1910

SAN FRANCISCO SHERIFF'S DEPARTMENT

COUNTY JAIL NO. 7

MISSION STATEMENT

The mission of SFSD County Jail No. 7 Program Facility is to apply the principles of Direct Supervision within the concept of New Generation jail management: 1) To operate a safe, clean, secure and orderly facility; 2) To provide employees with a clear sense of purpose; 3) To fulfill our professional obligation to the citizens of the City and County of San Francisco; and 4) To provide prisoners the opportunity for pro-social change.

The primary goals and objectives of County Jail No. 7 are:

1. Safety, security and order.

- ° Eliminate prisoner idleness and establish work, counseling and education programs as a primary element of facility security.
- ° Replace all forms of prisoner institutional power with staff authority and control.
- ° Express to prisoners clear and consistent expectations of acceptable conduct norms.
- ° Enforce strictly and fairly all prisoner rule violations and behavior contracts.
- ° Implement all principles of Direct Supervision.

2. A meaningful and dignified work environment for all employees.

- ° Provide for the full development of sworn and civilian staff in all areas of operations.
- ° Utilize training and the integration of security and treatment to encourage in all staff a conscious sense of value and purpose in the execution of their duties.
- ° Maintain open communication throughout the organizational structure; combine the traditional chain-of-command with more responsive structures developed through facility team and committee meetings.

MISSION STATEMENT

-

THE

OF THE

THE

THE

THE

THE

THE

THE

THE

THE

SAN FRANCISCO SHERIFF'S DEPARTMENT
Prisoner Contract

As a participant in the San Francisco County Jail #7 Program, Deputized and Counseling staff will be available to assist you in your adjustment to dorm living, your participation in programs and assignments and in understanding the basic philosophy of human decency and self respect. The programs of this Facility are designed to help you take responsibility for your life and actions while you are in jail and when you are released.

Having been accepted in the Program Facility,

I _____ state and agree to the following:

- * I have been informed of every Jail Rule and Regulation.
- * I will obey the rules and regulations.
- * I will participate in good faith in all assigned programs.
- * I will attend all assignments on time.
- * I will discuss problems with other prisoners and staff in a positive manner.
- * I will work sincerely towards meeting the goals I establish to prepare for a positive re-entry into the community.
- * I will follow the Rules of Student Conduct.
- * In addition, I agree to participate in _____.

I understand that I am required to treat others and myself with respect and dignity; and that my positive participation in Programs and Work Assignments will enable me to earn work time credits applicable toward my release date. I understand that racism, sexism, anti-gay/lesbian remarks, glorification of substance abuse or criminal behaviors and any other form of anti-social behavior will result in loss of privileges, extra work duty or removal from the Program Facility.

DATE: _____

INMATE: _____

STAFF PERSON: _____

STATE OF NEW YORK
IN SENATE
January 14, 1903.

REPORT OF THE COMMISSIONERS OF THE LAND OFFICE
IN RESPONSE TO A RESOLUTION PASSED BY THE SENATE
JANUARY 14, 1903.
ALBANY: J.B. LIPPINCOTT & CO., PRINTERS.
1903.

ALBANY: J.B. LIPPINCOTT & CO., PRINTERS.

ALBANY: J.B. LIPPINCOTT & CO., PRINTERS.

ALBANY: J.B. LIPPINCOTT & CO., PRINTERS.

ALBANY: J.B. LIPPINCOTT & CO., PRINTERS.

ALBANY: J.B. LIPPINCOTT & CO., PRINTERS.

ALBANY: J.B. LIPPINCOTT & CO., PRINTERS.

ALBANY: J.B. LIPPINCOTT & CO., PRINTERS.

ALBANY: J.B. LIPPINCOTT & CO., PRINTERS.

ALBANY: J.B. LIPPINCOTT & CO., PRINTERS.

ALBANY: J.B. LIPPINCOTT & CO., PRINTERS.

**SAN FRANCISCO SHERIFF'S DEPARTMENT
COUNTY JAIL #7 -- PROGRAM FACILITY**

PROGRAM SUMMARY 94/95

Counseling and Substance Abuse

- * **DIRECT SUPERVISION** Priority daily program staffed by Deputy Sheriff's who provide discipline, counseling, and education by enforcement of policy, rules and standards to promote respect, pro-social behavior and the opportunity for change.
- * **ORIENTATION** Four day classes introducing inmates to County Jail #7, pre-education test, dorm living, rules and regulations, multi-cultural topics, and pre-release exercises.
- * **GROUP COUNSELING** Groups of 10 men and women, led by Deputies and Counselors. Groups utilize role modeling and role-playing to plan and work through the objective of remaining arrest free for one year.
- * **HORTICULTURE THERAPY** Daily classes, counseling and work for approximately 120 men and women. The program uses the organic model to teach chemical free living. Prisoners grow food for community soup kitchens and AIDS hospices, and trees for DPW's Urban Forestry neighborhood plantings.
- * **NARCOTICS ANONYMOUS/ALCOHOLICS** Twelve-step programs, open to everyone. Meetings weekly. Groups for men, women and Spanish-speaking.
- * **MENTOR COUNSELING EDUCATION DEVELOPMENT** Dr. Harry Edwards. Weekly participation with prisoners to increase responsibility and self-esteem, and to define the goals required to achieve successful reintegration into the community.
- * **MULTICULTURAL AND ETHNIC STUDIES** In-dorm reading, films, speakers and assignments emphasizing self-awareness, pride and respect for diversity.

- * **DOMESTIC VIOLENCE PREVENTION** Weekly classes for men who batter. Exploration of issues which leads to violence and development of non-violent alternatives.
- * **DRUG COUNSELING** Group discussion and exploration of addictive behavior and treatment.
- * **LIFT THE WEIGHT** Group utilizes role play and discussion of how to survive. Focus includes job interviews and issues in sobriety and general life skills.
- * **CHILDREN'S CENTER** Weekly supervised parental visits with children in classroom area, conducted by Prison Match. Combines visiting and parenting skills. Groups meet after visitation for discussion, instruction and debriefing.
- * **DEALING WITH ANGER** Weekly classes that help develop new strategies for living with anger and expressing it.
- * **AIDS WORKSHOPS** Weekly workshops on AIDS prevention and education.
- * **WOMEN'S PROGRAMS** Multiple topics presented inside the women's dorms. Groups, film discussion, feminism and art projects.
- * **PARENTING** Theories and practical considerations in child development. Participants will examine their own parents' child-rearing to better understand their own behavior as well as their children's behavior.
- * **STRESS REDUCTION** Introduces participants to self-help techniques for reducing and managing stress. Identifies specific areas of stress, including family, work, emotional, and chemical stressors..
- * **ISSUES IN TREATMENT** Weekly group discussion and education concerning expectations and structures for resident substance abuse treatment homes.
- * **S.I.S.T.E.R.** Federal grant providing a modified therapeutic community using relapse prevention, small groups, acupuncture, education and parent/child visitation.

Education

- * **LITERACY** Individual, group and peer tutoring.
- * **G.E.D.** High school equivalence. Preparation, examination and certificates.
- * **ENGLISH** Writing, grammar.
- * **E.S.L.** English-As-A-Second-Language. Beginning and Advanced. Includes citizenship preparation, employment application, and other basics.
- * **EXCEL** Computer Literacy. Includes pre-GED, ESL, job preparation, basic math and english, up to college preparation.

Vocational Programs

- * **PRINT LAB** Fully equipped Printshop with training and job preparation for entry level employment in the print industry. Job placement and Community College referral.
- * **HORTICULTURE** Gardening, irrigation, tree care and landscaping. Job placement and college referral.

Art Programs

- * **MUSIC** Group workshops which focuses on ensemble practice and performance.
- * **DRAMA** Theater classes. Institutional and community performance of works authored by prisoner students and outside artists.
- * **GRAPHIC AND VISUAL ARTS** Painting, drawing, murals.
- * **SCULPTURE** Marble block, cardboard construction and masks.
- * **CREATIVE WRITING** Work includes exploration of myths and realities concerning many communities, life struggles, hopes and dreams.

- * **MURAL WORKSHOP** Work includes multi-cultural history themes. Collaboration between community artists and prisoner-students.
- * **POST-RELEASE ART THERAPY** Community artist work with released prisoners and community agencies.
- * **QUILT MAKING** Pilot project to begin 9/94. Partnership with the San Francisco Names Project. Class is designed for students to memorialize deceased loved ones and to bring attention to the magnitude of the Aids epidemic.

Special Programs

- * **TOWN MEETINGS** Twice daily. All-dorm informational and problem-solving meetings, led by Deputy Sheriff's.
- * **EMPLOYMENT WORKSHOPS** Skyline College and various private sector employers. Career-day formats with visits from prospective employers.
- * **SPANISH LANGUAGE FILM SERIES** Spanish language films, twice weekly.
- * **AFRICAN-AMERICAN/ LATINO LIBRARY** Literature and films about the history, family life and spectrum of African-American and Latino experience.
- * **BASIC LIBRARY SERVICES** Rotation of books from CJ #7 library through all dorms.
- * **SALVATION ARMY** Weekly program and services for women.
- * **INTRO TO THE LAW BASIC LEGAL RESEARCH** Classes taught by Prisoner Legal Services attorney & staff.
- * **RELIGIOUS SERVICES** Catholic, Episcopal, Muslim, Baptist, Methodist and Christian Science, weekly.
- * **COMPETITION AND TOURNAMENTS** Chess, spelling, basketball, ping-pong, and bingo.

Re-Entry Programs

- | | |
|--|--|
| <ul style="list-style-type: none">* WORK FURLOUGH* S.W.A.P.* DAY REPORTING* HOME DETENTION* COUNTY PAROLE* TRANSITION HOUSE | <p>Minimum security re-entry programs utilizing intense staff supervision and/or electronic monitoring; provides for prisoners to maintain employment, education, or childcare during the latter part of incarceration; administrative fees pro-rated according to income; counseling and drug/alcohol testing required.</p> |
|--|--|

SAN FRANCISCO SHERIFF'S DEPARTMENT
COUNTY JAIL #1 AND #2

PROGRAM SUMMARY

LIFE SKILLS (SUBSTANCE ABUSE/PARENTING)	Group discussion and exploration of issues related to drugs and their effects on individuals and communities, Recovery, Parenting and Bonding.
HEALTH AND SAFETY	Class focuses on living healthy lifestyles through exercise, weight training and proper nutrition.
CULINARY ARTS	Theory and practice in food preparation and presentation, cross contamination prevention and an overview of the Culinary Industry.
WOMEN'S SUPPORT GROUP (NCSL)	Group focus is support and education. For women who are interested in exploring ways to change their lives in a supportive environment.
PARENTING FOR MEN (NCSL)	The group focus is education, with an emphasis on issues that face the incarcerated father, such as: Separation and Loss, Parenting from a distance, Self Esteem and Parenting Skills.
CHEMICAL DEPENDENCY EDUCATION (NCSL)	Provides daily pre-release education, group discussions, and one on one counseling. Inmates are encouraged to take personal responsibility to enter, and succeed in treatment programs that they select. NCSL Post-Release counseling and job placement is available for those who choose out-patient or self-help recovery programs.
ART CLASS (NCSL)	Offers prisoners the opportunity to exercise their imagination and express themselves through various mediums such as drawing, painting, collage and mail art.

ALCOHOL ANONYMOUS NARCOTICS ANONYMOUS	Weekly meetings. twelve-step program.
AIDS EDUCATION (FAP)	Aids Prevention and Education.
RECOVERY STRATEGIES	Group focuses on principles which foster self awareness consistent with amendment of life within the context of recovery from chemical and other dependencies.
RELIGIOUS SERVICES	Catholic, Baptist, Muslim, Episcopal, Church of God In Christ, Independent Holiness, Pentecostal. Weekly meetings.
LIBRARY SERVICES	Distribution of books and other reading material to the prisoner population.

Revised 05/18/94

**SAN FRANCISCO SHERIFF'S DEPARTMENT
COUNTY JAIL #3 – SAN BRUNO**

PROGRAM SUMMARY JULY 94

EDUCATION

- * **GED** 10 classes weekly; preparation for High School Equivalency as well as Remedial Adult Basic Education. On site GED testing occurs three times monthly.
- * **ESL** English as a Second Language: 10 classes weekly; include a specialized Accelerated function fluency program for short term students. Mandatory for non English speakers who wish to attend Print Shop or Culinary Arts Classes. Advanced Students returned to GED.
- * **Ethnic Studies** 10 classes weekly; includes an introduction to the people of the world, especially those who have migrated to California and the Bay Area. The class utilizes world history geography, art, film, music and lecture.
- * **Men's Issues** Dr. Edwards weekly class includes discussion of nutrition, drugs, proper training techniques, men's health and unique insights into current events.
- * **Life Skills** Weekly intensive re-entry planning component, providing a variety of resources for gay men, topics include employment, training, health, substance abuse, and drug free recreation and socialization.
- * **Music Theory** Weekly class includes introduction into music, reading and writing music, the language of composition. Students are allowed to choose from guitars, keyboards, Brass, and percussion instruments for instruction. Beginners to performance level students are accepted.

VOCATIONAL PROGRAMS

- * **Print Shop** 10 classes weekly in fully equipped print shop, three hour classes about repair and maintenance of presses, stock management, priority planning and desk top publishing. Advanced students are referred to the Community College for further study and job placement.
- * **Culinary Arts** Five theory and five labs weekly; includes cleaning and assembly of all kitchen machine; menu planning, inventory, and all phases of food preparation and service. Students are placed on direct assignments upon release as well as to the Community College Hotel/Restrant program and Culinary Workers Local #2.

COUNSELING

- * **Substance Abuse** Alcohol Anonymous, Narcotics Anonymous Twelve Step Programs, open to everyone. Groups for men, Spanish speaking is also available.
- * **AIDS Education** Weekly workshops on Aids prevention and education are provided.
- * **Counseling Group** Weekly classes focus on mental and health issues.

as of July 94



OFFICE OF
The Sheriff

San Francisco County Jail No. 7, Program Facility

MICHAEL HENNESSEY, Sheriff

WALTER THOMAS, Undersheriff

EDGAR FLOWERS, JR., Assistant Sheriff

MICHAEL MARCUM

DIRECTOR

P.O. Box 67

San Bruno, CA 94066

(415) 266-9500

THE HORTICULTURE PROGRAM

The Horticulture Program is a unique rehabilitation and horticultural project run by the San Francisco Sheriff's Department at County Jail #7 in San Bruno. The program teaches inmates organic farming and gardening skills and provides them with alternatives to criminal behavior by showing them the values of hard work in a supportive and constructive environment. In 1982, Cathrine Sneed and two inmates set to work to transform a neglected plot of earth at the jail into a garden and classroom. Inspired by John Steinbeck's The Grapes of Wrath and her own miraculous recovery from a life threatening illness, Cathrine wanted to use the rehabilitative effects of hard work and organic farming to help the prisoners look closely at their own lives and inspire them to change.

Using the natural surroundings, the gardens, and the fields, the staff and the students participate in a more totally ecological approach to the concept of rehabilitation. The objective of the Horticulture Program is both vocational and therapeutic. From a practical perspective, students are instructed in basic organic horticultural skills primarily through active involvement in gardening and in working the fields. Students, however, are also encouraged to experience the therapeutic value of gardening. By establishing a relationship with the land and nature, organic gardening can serve as a vehicle for the students to establish a relationship with themselves. By nurturing the plants, these prisoners may learn the importance of nurturing themselves. Because this population tends to feel alienated from both mainstream society and the natural world due to their circumstance, gardening and working with the land as a group provides an empowering experience of community and demonstrates the value of being a productive member of society. Furthermore,



THE GARDEN PROJECT

AN ACTIVITY OF THE TIDES FOUNDATION

THE GARDEN PROJECT

The Garden Project is an innovative post-release program that helps former prisoners make the difficult transition back to society after their release from the San Francisco County Jail. The Garden Project strives to empower its "students" by helping them to heal the environment, their communities and ultimately themselves.

THE CARROLL STREET GARDEN

In October 1990, Cathrine Sneed and a handful of former inmates from the San Francisco County Jail set to work clearing a garbage-strewn lot and an urban eyesore in the Hunter's Point community of San Francisco. With the support of Just Desserts and the San Francisco Sheriff's Department, they transformed the lot into a flourishing organic garden and the centerpiece of a unique rehabilitation program for former prisoners.

Today twenty students come to the Carroll Street Garden to learn organic gardening, the value of hard work, basic job skills and how to take responsibility for their lives. Working together, they cultivate and harvest organic produce that is sold to Bay Area restaurants and businesses including Chez Panisse and Just Desserts.

When students are not at the Garden they must meet regularly with their probation officers, participate in drug and alcohol rehabilitation programs, and continue their education by taking courses at San Francisco City College.

THE TREE CORPS

Students participating in the Garden Project are eligible after six months to join the Tree Corps, a unique tree planting and job development program sponsored by the San Francisco Sheriff's Department and the Department of Public Works. The Tree Corps provides its participants with the opportunity to set goals for a disciplined lifestyle and to give back to the community.

Participants of the Tree Corps work eight hours a day planting and caring for trees on major and secondary thoroughfares; they learn arboriculture as a marketable skill and gain valuable work experience and important job skills as they enlarge and enhance San Francisco's Urban Forest. Tree Corps participants receive \$8 an hour for their work. The Tree Corps has planted over 800 trees since it began operations in May.

The Garden Project is committed to working with business, government, and the community to find creative solutions to the challenges facing San Francisco. The Garden Project is an activity of the Tides Foundation. Since its inception it has served over four hundred former prisoners.



THE HORTICULTURE PROGRAM

The Horticulture Program is a unique rehabilitation and horticultural project run by the San Francisco Sheriff's Department at County Jail #7, in San Bruno. The Program teaches inmates organic farming and gardening skills and provides them with alternatives to criminal behavior by showing them the values of hard work in a supportive and constructive environment.

In 1982, Cathrine Sneed and two inmates set to work to transform a neglected plot of earth at the jail into a garden and classroom. Inspired by John Steinbeck's 'The Grapes of Wrath' and her own miraculous recovery from a life-threatening illness, Catherine wanted to use the rehabilitative effects of hard work and organic farming to help prisoners look closely at their own lives and inspire them to change.

Today, 120 students a day leave their dormitories in Jail #7 to work and tend a flourishing oasis in the midst of the Jail's 145 acre facility. Twelve acres in size, the 'Farm' currently generates 120 tons of produce and is home to a family of goats, 30 rabbits, and two geese.

In this beautiful setting students learn how to care for animals, plants, other people and themselves. By working alongside the prisoners in the fields, Cathrine and her staff provide her "students" with hope and alternatives to prison.

Through their work at the jail these prisoners also begin to repay their debt to the community: the produce they grow is delivered to soup kitchens throughout San Francisco and feeds the homeless and Aids patients that are too sick to feed themselves.

The Horticulture program has had a calming effect at the County Jail. As a result of the class, there have been fewer out-breaks of violence and prisoners have demonstrated a genuine desire to change.

Since its inception in 1982, the program at the Jail has served over 5,000 students. In recent years, the horticulture class has become so popular that normally about a third of the jail's population is signed up for the class and is waiting to attend.

Until recently, a short coming of the Program has been the lack of support it has been able to provide its students after they leave the jail. In October of 1990, Cathrine Sneed, the Sheriff's Department, and Just Desserts (a San Francisco business), launched The Garden Project in order to help former prisoners after their release.

35 SOUTH PARK

SAN FRANCISCO, CA 94107

TEL (415) 243-8958

FAX (415) 243-8034



T H E G A R D E N P R O J E C T
A N A C T I V I T Y O F T H E T I D E S F O U N D A T I O N

Garden Project Friends and Sponsors

Business

JUST DESSERTS/TASSAJARA
BBC ASSOCIATES
CHEZ PANISSE
EDDIE BAUER
ESPRIT DE CORPS.
THE BODY SHOP
SMITH & HAWKEN
THE NATURE COMPANY
WORKING ASSETS
NOLO PRESS

Government

THE SAN FRANCISCO SHERIFF'S DEPARTMENT
THE SAN FRANCISCO DEPARTMENT OF PUBLIC WORKS
THE CALIFORNIA DEPARTMENT OF FORESTRY
THE MAYOR'S OFFICE OF COMMUNITY DEVELOPMENT

Community

THE BRET HARTE ELEMENTARY SCHOOL
THE HUNTER'S POINT YOUTH PARK FOUNDATION
THE LIFE CENTER
THE AIDS MEMORIAL GROVE
GREEN GULCH
THE WHITNEY YOUNG CHILD DEVELOPMENT CENTER
FRIENDS OF THE URBAN FOREST
SAN FRANCISCO LEAGUE OF URBAN GARDENERS

Foundations

THE SAN FRANCISCO FOUNDATION
THE PHILANTHROPIC VENTURES FOUNDATION
THE COLUMBIA FOUNDATION
THE COMPTON FOUNDATION
THE THRESHOLD FOUNDATION
THE LEF FOUNDATION
THE PACIFIC FOUNDATION
THE ROBERT'S FOUNDATION
THE GAMBLE FOUNDATION

35 South Park

SAN FRANCISCO, CA 94107

Tel (415) 243-8958

Fax (415) 243-8034

SISTER PROJECT

The Sister In Sober Treatment Empowered In Recovery is a federally funded voluntary substance abuse treatment program for sentenced and/or pre-sentenced women. The project will serve a minimum of 248 women and their children annually.

The San Francisco Sheriff's Department is the recipient of a three-year demonstration grant awarded by the Center For Substance Abuse Treatment (C.S.A.T.) to develop a national model for a gender - specific, comprehensive, and effective cost-efficient treatment program that address issues of female incarceration and recidivism and the impact on public resources and jail overcrowding. The first year award was \$624,955.00.

The Sister Project is a collaborative effort among custody, substance abuse treatment providers, Milpitas Adult Education, Forensic Aids Project, Acupuncture Recovery and Treatment Services, and Department of Social Service, to support to participants' efforts to break the cycle of addiction and incarceration.

Walden House, the primary service provider, established and operates the Sister Project modified in-custody therapeutic community. Participants in SISTER attend education classes, religious classes, etc. However, in order to maintain a true Therapeutic Community, they are segregated from other inmates.

The SISTER Project Goals are:

1. To Break the Cycle of Addiction
2. To improve participants' physical health.
3. To improve all participants' mental health
4. To improve all participants' social health
5. To improve understanding and drug treatment systems for judicial systems, social and health agencies, and CBO's involved in the SISTER Project.

The women will start each day Monday through Friday with acupuncture. They will continue to be involved in academic programs as well as intense group counseling sessions and one on one therapeutic meetings. They will be involved in groups addressing issues ranging from parenting skills, incest survival, physical and emotional abuse, and a variety of other topics. Treatment will be held from 8:00 am to 9:00 pm. The weekend schedule will consist largely of visiting and group counseling. There will be a special visiting on Sundays for the participants and their children at the Learning Center.

SISTER PROJECT

WHAT IS THE SISTER PROJECT?

SISTER stands for Sisters in Sober Treatment Empowered in Recovery. It is an In-Jail Voluntary Drug Treatment Program for women who will be here for a minimum of 30 days. They may be sentenced or pre-sentenced. A maximum of 62 women can be served.

WHAT WILL THE WOMEN BE DOING?

The women will start each day Monday through Friday with acupuncture. They will continue to be involved in academic programs as well as intense group counseling sessions and one on one therapeutic meetings. They will be involved in groups addressing issues ranging from parenting skills, incest survival, physical and emotional abuse, and a variety of other topics. Treatment will be held from 8:00 am - 9:00 pm. The weekend schedule will consist largely of visiting and group counseling. There will be a special visiting on Sundays for the participants, and their children at the Learning Center.

WHO IS STAFFING THIS PROJECT?

This project is a true collaboration. The grant was written by both Walden House and Sheriff's Department staff. Personnel from U.C.S.F., Forensic Aids Project, Milpitas Adult Education, ARTS Project (acupuncture) will be providing services. Walden House and Sheriff's Department Staff have been involved in all start up activities, and will remain chiefly involved in the day to day operations of the project.

WILL THE WOMEN BE ATTENDING PROGRAMS WITH OTHER PRISONERS?

For the most part, no. In order to create a true Therapeutic Community, it is essential that the population be segregated. Creating a safe environment where women feel comfortable to open up is key to the success of this project. Women from Dorm E will however, attend visiting and religious services with the women from Dorm F.

WHAT ARE THE GOALS OF THE SISTER PROJECT?

To help women develop the tools needed, in order to live happy, healthy, drug free lives. Interested participants will receive assistance in finding treatment and other services upon release from jail. The project will work collaboratively with the Sheriff's Department Jail Alternative Unit to place women in outside programs to assist them in their recovery process and help ease jail overcrowding.

Roads to Recovery

Target Cities in collaboration with the San Francisco Sheriff's Department, is developing a comprehensive service approach to target pre-release inmates. Treatment services will include the application of acupuncture treatment, individual and group counseling methods geared toward preparing inmates for a successful reentry to the community through the enhancement or development of life skills, including conflict resolution and violence prevention skills, and training workshops for in-custody providers. Services will be offered to inmates at San Francisco County Jail #7 housed in Dorm "E".

- **Conflict Resolution and Violence Prevention groups. Walden, Inc.**

The purpose of this group is to assist the pre-release inmates in dealing with impulse control issues, anger management, de-escalation, and stress reduction techniques. The group will be offered at San Francisco County Jail #7 one morning per week for one and one half hours each session.

- **Life Skills. Northern California Service League**

The Life skills training for pre-release inmates will assist the inmates in areas such as job interviewing skills, preparing resumes, conducting job searches, anger management, and substance abuse awareness as it relates to employment issues and continuing education.

- **Acupuncture. Pacific Acupuncture Associates**

Acupuncture services will be provided to pre-release inmates. Acupuncture will assist inmates in detoxing and in reduces cravings for drugs and alcohol.

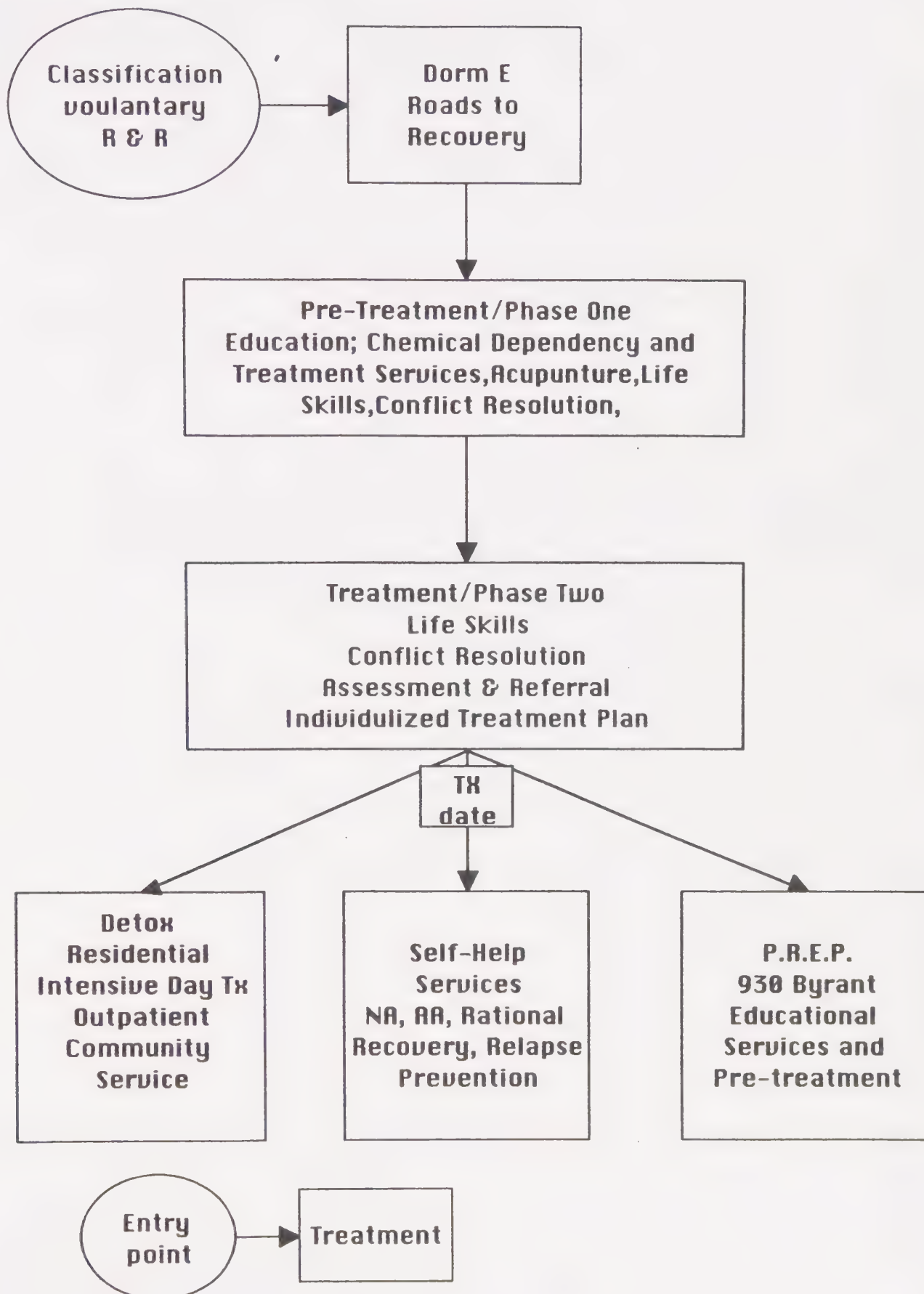
- **Substance Abuse Groups. Northern California Service League**

These groups are designed to stimulate conversations focused around chemical dependency issues. The purpose of the groups are to identify common issues of addiction and introduce inmates to recovery concepts and available services in the community.

- **Assessment and Referral. San Francisco Target Cities**


Assessments will be provided to pre-release inmates using Target Cities assessment instrument the Standardized Needs Assessment Profile (SNAP). Referrals to social service programs will be given to inmates prior to leaving custody.

Roads to Recovery flow



SHERIFF'S OFFICE
INTER-OFFICE CORRESPONDENCE

JULY 6, 1993

TO: ALL PERSONNEL, JAIL 4 & 7
FROM: MICHAEL MARCUM 
RE: ARTICLE

PLEASE TAKE THE TIME TO READ THE ATTACHED ARTICLE "OTHER WAYS OF WORKING WITH AND LOOKING AT PRISON VIOLENCE", FROM THE CURRENT ISSUE OF THE KEEPERS' VOICE. IT IS AUTHORED BY ONE OF OUR TRAINERS, JOHN BERGMAN, AND FEATURES DISCUSSION OF COUNTY JAIL 7.



THE KEEPERS' VOICE

INTERNATIONAL
CORRECTIONAL OFFICERS



*Saluting the 1993 IACO Correctional Officer
and
Supervisor of the Year*

Volume 14, Number 3

Summer 1993

Published by the International Association of Correctional Officers

SPEAKING FOR THE OFFICER

THE BACKBONE OF CORRECTIONS

President's Message

Dear Friends,

The savage slaying of Ohio Correctional Officer Robert Vallandingham and the ordeal suffered by the seven Correctional Officers held hostage in the Southern Ohio Correctional Facility in Lucasville is a brutal reminder to all of us that we put our lives on the line every day to protect the public we serve. No words can express our feelings of compassion for the families of all the Officers involved and especially the family of Robert Vallandingham. WE ARE FAMILY AND WE CARE VERY MUCH. MAY GOD GIVE THEM SOLACE AND PEACE.

On May 5, 1993, I received a call from the office of Senator Riegle, originator of United States Senate Joint Resolution 58, which designates the week beginning May 2, 1993 and May 1, 1994 as National Correctional Officers Week, to notify me that the required number of Senators had signed on as co-sponsors. This is a major step in having the public recognize Correctional Officers for their skill, knowledge, and community service. I want to thank the Officers, their families and friends who took the time to contact their Senators to ask them to support our efforts to receive National Proclamations for Correctional Officer's Week. House Joint Resolution 119 by Congressman Bonior has a great chance of being passed in the House of Representatives. I also want to take this opportunity to officially acknowledge Eric Phillips of Senator Riegle's staff for his exceptional efforts behind the scenes for National Correctional Officers Week.

The support of the Nation's Governors was overwhelming in presenting State proclamations and encouraging special events all across our vast country. The Washington Area Council of Governments Correctional Chiefs hosted a very fitting tribute at the National Law Enforcement Officers Memorial in Washington, D.C. to kick off this very special week. Again, thanks to all of you who received our call and let your voices be heard in the halls of Congress. Without you, this could not have happened.

It gives me great pleasure to announce the selection of a U.S. Bureau of Prisons Officer as the IACO correctional officer of the year. Additionally, the selection of a local sheriffs' supervisor as the IACO supervisor of the year, along with our excellent group of finalists, truly speaks to the national public safety role of IACO. I look forward to seeing many of you in uniform at Project 2000 IV in the Washington D.C. area from June 17-20 to honor the memories of the Officers who were killed in the line of duty and to honor our Correctional Officer of the Year.

Support our efforts to eradicate the usage of the term "Guard" to identify Correctional Officers. Raise your voices again so that all communications media understand!

Sincerely,

Sergeant James L. Clark
President



Contents, continued

VIOLENCE

- 30 Other Ways of Working With and
Looking At Prison Violence . . . John Bergiman

STATISTICS

- 34 Effective Corrections: A Casualty
of the War on Drugs Paul H. Hahn
39 Four Percent More Prisoners in First Half of 1992

OHIO

- 36 Corrections Officers Often Overlooked
Behind Scene Jeff Piorkowski
41 ?? SINCE YOU ASKED ??

42 LETTERS

44 PUBLICATIONS / MEETINGS

INTRODUCING

- 45 Featuring the Federal Bureau of Prisons
. Daryl W. McQuirk

47 COMICS

48 INTERNATIONAL CORRECTIONS

50 BOOK REVIEW

51 PEOPLE / PROGRAMS

Other Ways of Working With and Looking At Prison Violence

by John Bergman, Director, The Geese Theatre Company (Theatre for Prison & Probation), Birmingham, England



Actors in the Theatre Company

It's been a bad month for violence—Waco, Ohio, Bosnia. Amnesty International said that 2 billion people live in countries without human rights. Torture is on the rise. Dahmer's secrets are in paperback and cheap studies of sociopathy are in vogue in the nation's airport bookshops.

In my own country of England, two ten-year-olds brutally killed a two-year-old. It was hard to distinguish whether we were more horrified about what happened to the two-year-old or how ten-year-old boys could be so seemingly depraved. So when I was invited to write about other ways of working with and looking at violence in prison, I wasn't really sure if I could be dispassionate. I found myself grieving and fearing for the staff at Lucasville, Ohio. Every day I rushed to the news: Ohio, Waco and Bosnia. And I could feel that rage that said "I want a simple answer to this. I want revenge." Trying to stand in the shoes of Ohio, I felt that change was a myth. Close the doors, grab a gun and hide until it is all over.

And yet I know that behind and far away from the blazing headlines, far from the angry town meetings and the fearfully locked doors, real work is

dangerous behaviors of violent incarcerated men. Corrections specialists of every type are working on replicable programs to make facilities more secure places to work and to reduce some of the risk of violence to society.

In fact, I might subtitle this article *Some hope from the hinterlands*. We CAN effect change in the violent predators, cheats and thieves. Alternative and soundly reasoned programs using EVERYONE in the criminal justice system are beginning to swing the results into our court. Criminologists like Paul Gendreau have spent the last decade measuring what really works, and in those facilities that have carefully put these new programs into place with *adequately trained staff*, recidivism rates have gone down.

Nationally, the major weapon we have used against violence is punishment. We have responded, in military terms, with all the firepower that we can muster—life sentences, super max facilities, total incapacitation, and even execution. We have used punishment as the answer, even though all the surveys have said the same thing for 40 years: punishment on its own makes new crimes and more dangerous criminals. And if 90 percent of all offenders return to the streets, punishment alone will not do. It just doesn't stop violence.

Violence for the violent often seems the ideal punishment. Violence is the act that justifies. No matter how flimsy the reasons are, every murderer, every rapist, every Gestapo agent, every PolPot, has reasons for using violence. The child molester who victimizes and assaults his children will tell you that he felt unloved, or that his wife no longer cared about him. He was just getting back at his wife. The twelve-year-old gang kid who shoots another child will tell you that the victim looked like the enemy, and was in the wrong neighborhood. The Bosnian Serbs will tell you the Croats and Muslims have terrorized them for centuries and that they are merely rectifying a wrong.

Violence continued on page 21

VIOLENCE

Violence continued from page 30

Violence is a tool for those who feel that it will get them what they need quickly. Stoicism is out of fashion. Now all those who feel victimized are joining the righteousness train. The perceived victimizer becomes an enemy to be wiped out, murdered, left in camps that are the equivalent of killing camps of the past, shot at by the fanatical righteous Koreshes of the world, or killed by the "victimized" postal employee. Violence and punishment go hand in hand. The street thug says he feels victimized by the world so he mugs and kills. The public feels victimized by the thug and so it intensifies the punishment. And on and on goes the cycle. Can we ever stop the violence? If punishment doesn't make change, what will? Is the violent inmate changeable?

First, let's understand a few of the ways of understanding violence. Dangerous behavior can be understood in three basic ways. Violence is:

1. A function of the often dangerous relationship between poverty and power which creates defiant submission. Sometimes it is just the anger of the have-nots at the haves.
2. A nexus where violent and dysfunctional childhood experiences, racial inequality, negative peer pressure, indifferent role models and constant substance abuse meet to support the creation of a violent anti-social stance enacted into the creation of dangerous behaviors.
3. A choice of behavior that speaks to the weakness of our communities.

Old ways of relationships are drowning in the real scramble to survive. Nearly anything goes. Everyone has jumped on the ship of self, proclaiming themselves as victims. And victimhood is a potent force for entitlement. Straight, gay, African-American, Spanish-speaking, female, male—everyone feels forgotten and therefore angry. We live in a time of massive communication where hurt and inequity are telegraphed instantly. The globe is angry.

Once again I want to clearly state that these potent reasons are *not right* or *acceptable* bases for the use of violence. Violence can only be a last resort when every possible avenue of mediation and change has been exhausted.

Though in my head it might seem that this (man), (woman), (culture), (society), are rotten to the core, nothing gives me the right to use violence until it clearly seems that there is no other option left. I must first control the heat that fuels my hatred. I must try to see my enemy with a human face. I need to consult with others, to read, and to try old and

new methods, until I can find some way to meet and devise honorable changes with my "enemy". I must be aware of the powerful ways in which I create enemies and so justify my dangerous behaviors. I may well have a real point, but I must fairly exhaust all other means before I strike back. I must try to resist the urge to punish and hurt. This is the crux of the new work being done with offenders in criminal justice systems in America, Britain and Canada.

Theoretically, the new approaches are based on a variety of cognitive models or the notion that feelings and thoughts are what shape our behavior. Add in old behaviors, potent anti-social beliefs and traumatic pasts, and you have in some prisoners a system of belief that will always justify violence. The new approaches try to dislodge the violent offender from his automatic stance, from the justified judgmental and punishing stance, and to prod him into considering alternative thought/feeling gestalts. How does this new approach impact the prison system?

The answer is—totally. Where this approach is successful, correctional line officers and deputies are strongly involved in every part of service delivery. For the first time in 13 years in corrections, I have started to see the mission statements brought to life. The gist is the same: a total commitment to those statements which focus exclusively on compassion, honesty, "rightmindedness" and a consistent use of graduated disciplines for defiant offenders. Without decency, we cannot hold up real living standards for the prisoner to objectively compare with his own thinking and action. Without safety and control, the offender has no reason to question his life. In fact, he has a stake in remaining violent and anti-social.

In two systems with which I am strongly involved—San Francisco County Jail #7 and the Vermont Department of Corrections—there has been a real commitment both to the treatment and to the spirit that the work suggests. What characterizes these systems is a gradually emerging sense that all officers, no matter what their place in the hierarchy, can contribute to making their facility a place for offenders to begin the task of changing the course of their lives. In both systems it has become clear to administrations that the real architects of change are the line staff. If the staff only punish, then the offenders only resist, defy and hurt others. But if staff break the cycle and can begin to apply the ethics that they grew up with, then the violence decreases.

Violence continued on page 32

VIOLENCE

Violence continued from page 30

Violence is a tool for those who feel that it will get them what they need quickly. Stoicism is out of fashion. Now all those who feel victimized are joining the righteousness train. The perceived victimizer becomes an enemy to be wiped out, murdered, left in camps that are the equivalent of killing camps of the past, shot at by the fanatical righteous Koreshes of the world, or killed by the "victimized" postal employee. Violence and punishment go hand in hand. The street thug says he feels victimized by the world so he mugs and kills. The public feels victimized by the thug and so it intensifies the punishment. And on and on goes the cycle. Can we ever stop the violence? If punishment doesn't make change, what will? Is the violent inmate changeable?

First, let's understand a few of the ways of understanding violence. Dangerous behavior can be understood in three basic ways. Violence is:

1. A function of the often dangerous relationship between poverty and power which creates defiant submission. Sometimes it is just the anger of the have-nots at the haves.
2. A nexus where violent and dysfunctional childhood experiences, racial inequality, negative peer pressure, indifferent role models and constant substance abuse meet to support the creation of a violent anti-social stance enacted into the creation of dangerous behaviors.
3. A choice of behavior that speaks to the weakness of our communities.

Old ways of relationships are drowning in the real scramble to survive. Nearly anything goes. Everyone has jumped on the ship of self, proclaiming themselves as victims. And victimhood is a potent force for entitlement. Straight, gay, African-American, Spanish-speaking, female, male—everyone feels forgotten and therefore angry. We live in a time of massive communication where hurt and inequity are telegraphed instantly. The globe is angry.

Once again I want to clearly state that these potent reasons are *not right* or *acceptable* bases for the use of violence. Violence can only be a last resort when every possible avenue of mediation and change has been exhausted.

Though in my head it might seem that this (man), (woman), (culture), (society), are rotten to the core, nothing gives me the right to use violence until it clearly seems that there is no other option left. I must first control the heat that fuels my hatred. I must try to see my enemy with a human face. I need to consult with others, to read, and to try old and

new methods, until I can find some way to meet and devise honorable changes with my "enemy". I must be aware of the powerful ways in which I create enemies and so justify my dangerous behaviors. I may well have a real point, but I must fairly exhaust all other means before I strike back. I must try to resist the urge to punish and hurt. This is the crux of the new work being done with offenders in criminal justice systems in America, Britain and Canada.

Theoretically, the new approaches are based on a variety of cognitive models or the notion that feelings and thoughts are what shape our behavior. Add in old behaviors, potent anti-social beliefs and traumatic pasts, and you have in some prisoners a system of belief that will always justify violence. The new approaches try to dislodge the violent offender from his automatic stance, from the justified judgmental and punishing stance, and to prod him into considering alternative thought/feeling gestalts. How does this new approach impact the prison system?

The answer is—totally. Where this approach is successful, correctional line officers and deputies are strongly involved in every part of service delivery. For the first time in 13 years in corrections, I have started to see the mission statements brought to life. The gist is the same: a total commitment to those statements which focus exclusively on compassion, honesty, "rightmindedness" and a consistent use of graduated disciplines for defiant offenders. Without decency, we cannot hold up real living standards for the prisoner to objectively compare with his own thinking and action. Without safety and control, the offender has no reason to question his life. In fact, he has a stake in remaining violent and anti-social.

In two systems with which I am strongly involved—San Francisco County Jail #7 and the Vermont Department of Corrections—there has been a real commitment both to the treatment and to the spirit that the work suggests. What characterizes these systems is a gradually emerging sense that all officers, no matter what their place in the hierarchy, can contribute to making their facility a place for offenders to begin the task of changing the course of their lives. In both systems it has become clear to administrations that the real architects of change are the line staff. If the staff only punish, then the offenders only resist, defy and hurt others. But if staff break the cycle and can begin to apply the ethics that they grew up with, then the violence decreases.

Violence continued on page 32

VIOLENCE

Violence continued from page 31

What I am beginning to hear nationally in corrections are that just people are making environments where safety, decency and change are inextricably linked. Good systems are looking for staff with the qualities of the decent man/woman: reflection, integrity, awareness. Staff are being taught to teach offenders about how to negotiate in life, how to deal with disappointment, how to intervene in violent behavior.

What is so new about this? These qualities are being taught by sheriffs' deputies and correctional officers in small groups, dormitories in classroom settings and in full therapy sessions. Line staff are making their own expectations clear in their dormitories. Line staff, for too long the maligned turnkey relegated to the background except when something went wrong, are now the glue of change. Real coherent group work is being done not just by service providers but by correctional officers and sheriff's deputies. And incidents of violence have been reduced. Direct supervision and cognitive change programs, taught with flair, reduce tension and force self-reflection in offenders.

Vermont, the DOC has systematically set out to teach every staff member the why behind the use of cognitive-based programming. All staff are taught the why and how of anti-social behavior. Even more important, staff are being asked to use their own ethical upbringing as the guidelines for all interactions with offenders. Watching merely for rule breaking and ignoring the rest of the behaviors is old hat. The officer has become recognized for the work that he/she really does in front line supervision. Staff are being encouraged to use their own experiences to guide new training. Even the central office trainers and consultants are now recognizing that good ethical behavior is the rock of control and the example for behavior that makes us all equal. I have always held to the view that corrections is the meeting point of every stripe of human behavior and that in its dangerous maw we are fashioning the new therapy of guided treatment—the art of self-reflection.

This reliance on the line staff has led to a wide number of programs relying heavily on cognition and self-reflection as the theoretical base. In San Francisco county Jail #7, there is a four acre garden that provides food to a soup kitchen. This program uses cognitive tactics to get men and women to reflect on how their minds work. There is a drama based getting-out program in which all the staff have been trained to point out the distortions the men and women use to "get over." Line officers run

violent offender programs in Vermont, often working entire shifts running group, reading journals and using drama based role play work to deepen the prisoner's understanding of his mind.

It is in the mind that we justify what we do. It is in our minds that we make enemies. People, as Camus said, want to feel innocent. They will damn heaven and earth itself rather than feel wrong. People will make black white to support their behavior. I can be a privileged male in suburbia and see the shaving of a few rules as perfectly understandable if I tell myself that everyone else does it. I can equally justify my stealing in my poor community with the thinking that says, "To hell with everybody. No-one does anything for you in this world. If the rich got it, I want it. You don't care about us anyway." Both sides believe that they are right, and find the justification for these beliefs in their experiences and interactions with others.

If you believe that you have nothing and there is no one to help you think or care or organize, then why care? In the nation's ghettos and inner cities, poor men and women continue to fight against all odds to be decent and honest. They find ways to celebrate their lives and keep on keeping on. But there are those who don't. Poverty is not fun. Criminal manipulation, brutal force and intimidation look good to the powerless and the greedy.

In San Francisco County Jail #7, the offender is in a society of the just. The jail is a university of the streets, teaching respect, control and survival in an indifferent world. The jail expects each offender to consider, reflect, try to see how this way of getting over—solving problems with violence and intimidation—has led to his being here in prison. The job of the deputy is safety, control and reflecting back to the inmate how his mind works. The goal is change.

We ask offenders to do it all on their own, without community, and often, without hope. Caring is not the same as being there when a fifteen-year-old boy with an absent father and an overwhelmed dysfunctional mother must make the decision to stay straight. Without church, school and family, the ethics of the fifteen-year-old's world are buried in the weight of the crooked dialogue. As in Serbia, when there is no other safe voice of reason, violence is the answer. Violent men in the Ohio prison system used the thinking of the mob and killed the innocent. Once the criminal die is cast, without thought or reflection, the child is lost.

And in its stead come the new parents: gang leaders, alienated sociopaths who reward anti-social

Violence continued on page 33

VIOLENCE

Violence continued from page 32

thinking. Anti-social, distorted, disabled thinking is persuasive and compelling to the young. Carrying guns for protection soon gives way to victimizing.

The career criminal, the predator and the adventurer/opportunist don't live on \$3.85 per hour. They despise compromise and make their own rules. That is persuasive to our fifteen-year-old about to

take the dive. The wise peer is not there. School is a place of embarrassment, and the gang or the drug is more dependable. Criminal thinking bandages the wounds and gives one strength in a hopeless, powerless environment. Anti-social thinking generates its own fantasy of power. David Koresh was just an extreme version of the fantasy of control.

Criminal thinking is as rigid a code of thinking and behavior as any formal religion. Let no man shame you, ridicule you. You might not be able to do anything about this right now, but put it in the resentment bag for later revenge. The insult does not have to be very large. Any insult is a supreme danger. The violent criminal must be invincible. If he is ordinary, he is hopelessly like anyone else. He must seem to play life to the violent hilt with total disrespect for whoever he hurts. There is no tolerance. If he believes it, it is so. So with Koresh and the murderous postal employees. Underneath all of this is the terror of being nothing and the cold comfort of revenge. This is the heart of violence—defiant, full of rage, selfish and judgmental.

Quite a mouthful, isn't it? A set of potent distortions, attitudes and beliefs that are circular, defended by brain, brawn, deceit, guile, fear

and rage. This man or woman, from any minority or majority, is the person we see in the streets, the courts and the prisons. This product of all of the potent forces which actively and subtly create violence is our client/prisoner, our responsibility/prisoner. What is the greatest antidote to this violent

human being? Using the highest principles of collective living. If decency becomes the dominant modality in your facility, then the offender will eventually feel safe to look at his own life. If dangerous behaviors are met with consistent discipline and a clear mirror, there can be change. Otherwise, violence begets violence.

Part of the reality of American prison life is violence, intimidation, gang control, rape, extortion. Sometimes a policy of benign neglect, cynicism and defeatism is mixed with this. The old style administration and line officer say, "They're just animals. Let them kill each other. It's no waste." And in some places, I heard even worse. I have heard an officer say that these men, should be "scourged and put in solitary for life." I have seen the racist neglect that allowed people of other colors, other races to be forgotten. The doctor never came to deal with their diabetes, their glaucoma. And the staff said, "It serves them right. Maybe this will teach them a lesson." It is the same argument that Koresh used, and that the killer in Luscaville used.

And yet, I have seen magic. I have watched a correctional officer working with a group of violent men slowly peel away the defiance. I watched him persuade a batterer to see how he had beaten his girlfriend. Using a drama therapy technique, this line officer gradually got the offender to enact his crime. The group was completely still. When the enactment was over, the inmates began the work of confronting the inmate with his justifications. The line officer kept the session focused and respectful. I watched decency prevail.

In San Francisco, I watched deputies actively use the art work on the walls to motivate a prisoner to go to the drug and alcohol program. I have seen deputies become active in every part of the jail operations. The commitment to decency and safety goes hand in hand with cognitive processes. We all have reason to celebrate.

We can stop the violence in our private lives. We do not need a gun strapped to our fear. I am learning patience, strategies and tactics. I am learning how to be part of a safe, secure and potent collective. We can stop the violence in our prisons with cognitive strategies, the ethics we learn as children, and honest, objective well-trained staff. We can give up judgement and righteous rage. The resolution is in our minds.

John Bergman is director of the Geese Theatre Company, a theater for prison and probation. He may be contacted at 220 Moseley Road, Highgate, Birmingham B12 0DG, England; 021-446-4370.



G E E S E
THEATRE
COMPANY

THEATRE FOR
PRISON & PROBATION

SHERIFF'S OFFICE
INTER-OFFICE CORRESPONDENCE

August 20, 1990

TO: All Personnel, County Jail 7 Program Facility

FROM: Michael Marcum, Director

Attached find a copy of a short paper by Dr. John Bush. Please take the time to read it and to compare it with your efforts here at CJ7.

Bush illustrates the tragedy of the traditional dichotomy between security and treatment found in most institutions, and in the either/or operations found in others. When distinct and separate, security and treatment are at best ineffective and are frequently disastrous: inmate violence, staff violence, and morally bankrupt and hypocritical programs. Behind Bush's academic positions are the basic principles of CJ7 and Direct Supervision: Security and treatment must be part of a single effort by all staff representing the values and standards of the free community. This effort requires consistent staff expectations and enforcement of prisoner accountability and discipline; pro-social role-modelling by all staff at all times; prisoner opportunity for change; staff correction and containment of negative prisoner behavior while simultaneously respecting the prisoner's humanity. This is no easy task, but it is one I expect of myself and of each and every staff person assigned here.

I welcome your comments on Bush's paper.

Sincerely,


Michael Marcum

SECURITY AND TREATMENT: Dichotomy or Unity?

John M. Bush, Ph.D.
Revised, August 6, 1990

Security and treatment are traditionally conceived as distinct and even contradictory forces

The strategy of "diversion" is based on this dichotomy. Treatment is presented (to the offender) as an alternative to criminal accountability.

Within correctional institutions, treatment (such as it is) is almost always presented by specialists who are not an integral part of the corrections system. Treatment is conceived as a distinct and separate process from incarceration and from the system of security. It is conceived as such by administration and staff. It is portrayed as such to inmates

Treatment specialists typically picture themselves as providing a humane and caring service, as opposed to the brutal process of incarceration. The motivation of those who advocate for correctional treatment is often fundamentally different from those who advocate for strict accountability. Offenders are pictured as victims of forces beyond their control and hence in need of treatment, or they are pictured as morally responsible doers of evil and hence deserving of punishment.

Both pictures are simplistic distortions.

Standing alone, both punishment (e.g., arrest and incarceration) and treatment are ineffective in changing established patterns of criminality.

Punishment alone—a strict "laying down the law" to offenders—can be counterproductive. Hard line punishment contributes to an escalating process of resentment and defiance. It verifies the hard-core criminal's pre-conceived idea that society and authority are hostile forces. The popular idea that we can stamp out criminality by just being tough enough is dangerously wrong, as those who work in maximum security prisons know well. The tougher we get, the tougher they get. Some inmates will literally accept years of solitary confinement rather than submit to the authority of prison staff on issues that, to us, seem relatively petty. We have physical control, but they have more at stake. The most extreme offenders learn to thrive on hatred and resentment.

Treatment of offenders has a long and dismal history

When treatment is separated from criminal accountability it is practically impossible to avoid reinforcing the offender's notion that accountability is an evil force. It is also practically impossible to avoid conveying the idea that the offender's criminality is a "pathological condition" and hence beyond his control and responsibility.

Lots of treatment has been attempted on the basis of these premises. But offenders, unlike those who suffer from a true pathology, do not want to be cured. Nor, by conventional measures, are they dysfunctional— except as exhibited by their criminality itself

When an offender's criminality is surrounded by indications of pathology or deprivation, as it sometimes is, treatment is devoted to those peripheral conditions with the naive hope that the criminality will be "cured" in the process. Thus drug and alcohol addiction, poor education and social skills, psychopathology, and a variety of other recognizable conditions for which there are established modalities of treatment are wishfully "treated" in offender populations. Unless these treatment modalities also somehow engage the core antisocial and criminal aspect of the offender's personality there is little hope for effective change. Criminals can be neurotic or well-adjusted, substance abusers or tea-totalers, well educated or illiterate, socially deprived or socially favored—and still be criminals.

The absurd extreme of unrealistic treatment strategy is the attempt to bribe offenders into changing by promising to release them from accountability for the crimes they've already committed. This, at bottom, is the strategy of "diversion." It is in fact the dominant correctional treatment strategy in America today. The Patuxant Institute in Baltimore is one example.¹ This same strategy is espoused by correctional treatment experts in the most respected journals. These experts are resurrecting (once again) the cry for indeterminate sentencing as part and parcel with correctional treatment. (See e.g., Roth, *Criminal Violence*, or any piece of "establishment" literature in the field of correctional treatment and rehabilitation.)

¹Offenders are placed in treatment until they convince a panel of experts that they are safe to be released. At stake is the number of years the inmate has to serve. In a recent T.V. interview the Warden of Patuxant said, "We need more 'carrots'; we need more powerful incentives to accomplish the change we want." This is the psychologist's dogmatic faith that with enough incentives a sow's ear can be tempted into a silk purse.

Offenders base their criminal lives on escaping accountability. Does it make sense that we can change them by appealing to their criminal motivation (to escape accountability) as a reason to change (become non-criminal)? Only, I would say, if we have the blind faith of an indoctrinated behaviorist.

Ventures into the phenomenology of criminal experience reveal the special logic of crime and antisocial thinking. We can recognize a set of attitudes, perceptions, and thinking patterns that add up to a special subjective logic, a criminal world view.

The offender's perception of his own relationship with legitimate authority is at the crux of this world view. What is the meaning of authority, social limits, and accountability *as experienced by the offender himself*? The typical picture is a simple one. authority is a challenge to the power and autonomy of the offender. When he is forced to be accountable, he feels himself to be confronted by an evil force and he sees himself as a victim. At other times authority simply defines the conditions (but not the rules) of the game he lives by: authority defines the conditions required for breaking the rules and getting away with it.

The key idea is simply this: relevant correctional change must include a change in the offender's fundamental concept and perception of authority, rules, and accountability. This marks the essential difference between pro-social and anti-social attitudes and behaviors. It is the crux of correctional change.

It is useful to conceive of correctional intervention as a message from society to offenders. I have explained elsewhere why I believe the content of this message should include three basic elements:

1. Our (society's) determination to enforce social limits and enforce the law.
2. Extension of a genuine opportunity to change.
3. Respect for the offender's capacity to make his own choice.

In this message, security—in the broad sense of the term which includes law enforcement and accountability—and treatment are complimentary. Neither is an isolated component, able to stand alone. Each derives its meaning by its relation to the other. The same applies to the condition of respect. Society must not impose an insurmountable barrier between itself and the guilty offender.

This is not a matter of altruism. It is a matter of effective strategy.

Three messages One voice Each message qualifies and defines each of the others.

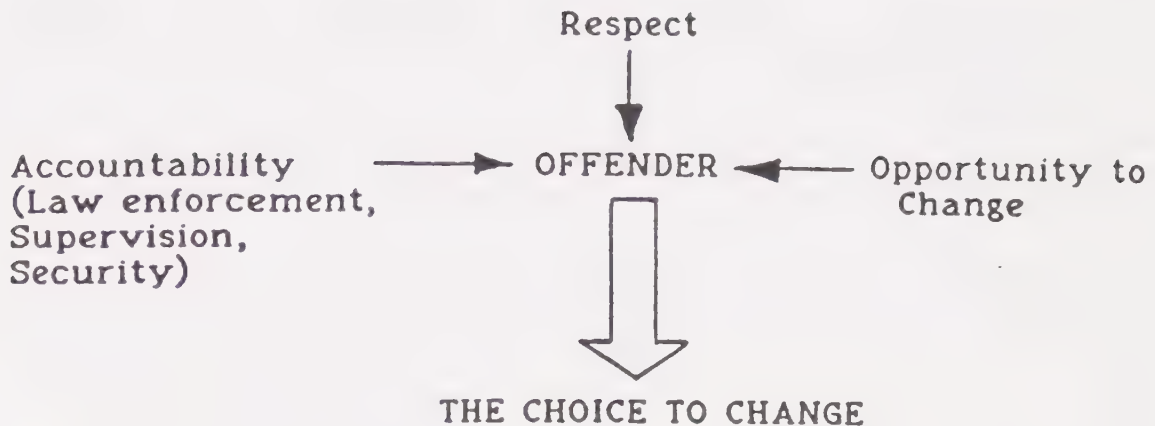
The valid meaning of authority and accountability depends on a realistic opportunity to change. And opportunity to change derives its meaning in turn on the existence of authority and accountability. Opportunity to change without authority and accountability is (with repeat criminals) a license to continue dodging responsibility. Accountability and punishment without realistic opportunity to change and to re-join society is injustice and oppression.

Offenders are not taught the validity of authority and accountability by excluding security staff from the treatment milieu. Rather, this reinforces the evil image of correctional authority ¹ Even with the most enlightened "treatment staff", exclusion of correctional authority from the treatment process excludes the single most significant and meaningful aspect of an inmate's present life—his incarceration— from the treatment experience. Treatment is relegated to a fragment of reality; it does not encompass the whole. The offender is quite conscious of this. He inevitably experiences treatment as a bit of tinkering within the whole of what's real.

Correctional change is intrinsically self-change. It demands the cooperation and investment of the offender himself. This is not a mere technicality of process, it is the very heart of the matter. The offender above all needs a change *of will*.

Motivation for self-change is developed out of a triangulation of forces. Legitimate limit setting and accountability *along side of* realistic opportunity to change creates a leverage for change. When that leverage is nurtured by basic respect for the offender—a respect which does not compromise accountability but which recognizes the offender's autonomy and genuinely invites him to join with society—the resultant is a powerful force for change.

¹Patuxant, again, serves as an example. Not only are officers segregated from the treatment process, at the highest level of treatment ("level 4") officers are not permitted into inmate living areas. What a "reward" for treatment progress!



Consider the results of leaving out any one element in this complex communication from society to the offender. There are plenty of examples of failed strategies that have done just that.

A complex message, spoken with one voice.

I am convinced that the strongest treatment message is conveyed when security and treatment are represented in the same persons. Staff who perform both security and treatment, who do shake-downs and restraints and also lead treatment groups and teach inmates the processes of self-awareness and self-change... such staff can truly convey the essential complementarity of security and treatment.¹

¹In practice the mix and balance of correctional staff working in cooperation with trained treatment staff is flexible. It is sometimes practical for uniformed correctional staff to play peripheral roles in treatment, while therapists lead and direct treatment. The important point is that both "correctional" and "treatment" staff present themselves to offenders as members of a single team: an intervention team.

The seeming "impracticality" of using uniformed officers in meaningful treatment roles has more to do with mind sets and habits of thinking than it does with practical reality. In a broad strategy of intervention, it would be more efficient economically to extend the role (and job description and pay) of correctional officers to include treatment duties, than it would be to rely solely on treatment specialists. A truly effective system of intervention demands both. Effective correctional intervention must be integrated and comprehensive.

In Oregon (The Correctional Treatment Program at Oregon State Hospital) we accomplished this unity of purpose by training hospital staff to perform security. In Vermont (The Violent Offender Program) we accomplish the same thing by training correctional staff to do treatment. Both ways work, though I have a preference for the latter because it is truer to the realities of incarceration, and because it has a humanizing effect on prison culture generally.

Whatever the choice of staff and setting, the key is that security and treatment—incarceration and the opportunity to change—are each only a part of effective correctional intervention.

SAN FRANCISCO COUNTY JAIL #7 EXCEL-THE LEARNING CENTER
Computer Assisted Instruction

SAN FRANCISCO COUNTY SHERIFF'S DEPARTMENT
&
MILPITAS ADULT EDUCATION PROGRAMS

COURSE DIRECTORY
SPRING-1994

EXCEL-THE LEARNING CENTER SFCJ #7

ABE GED COLLEGE JOBS ESL CAREER EXPLORATION

Upon arrival at the Learning Center, our students are given a brief orientation, wherein the facility rules and regulations are reinforced and classroom expectations are promulgated. Students are given forms explaining the keyboard, use of the mouse, and the help icons too. Our Demographic and Planning form also is included in the student orientation packet and asks for information regarding educational background and experiences, degrees held, jobs held, classes taken or being taken here at County Jail #7 and other areas of occupational or educational interest that the student would like to pursue here at the Learning Center. After an interview with the student, the Demographic and Planning Form information is used by the instructor to formulate an individual plan for each student. This plan is written on the Student Plan form. Our students are then given a CASAS pre-test relative to the reading and math levels indicated by the scores from the tests given to all inmates entering the jail facility. Upon completion and self grading of the CASAS pre-test relative to the reading and math levels indicated by the scores from the tests given to all inmates entering the jail facility. Upon completion and self grading of the CASAS test, the student is then moved to a computer station. During orientation all students are enrolled in the courses Math Concepts and Skills and The Reader's Workshop. Students are enrolled at or near their tested grade levels in math and reading. They work for ten five minute sessions in math and ten five minute sessions in reading. The computer tracks the number of correct or incorrect responses and makes adjustments up or down at least two grade levels to prevent student frustration. After the required number of sessions, we print out a course report (which tells us the student grade level, areas of difficulty etc.), review the student responses, discuss with the student, his goals and expectations here at the Learning Center and on the "outside". Then students are placed in the proper program (ABE, GED, ESL, Jobs, College) and into related courses at the appropriate levels. At least once a week, the instructor pulls progress reports on each student in each course and makes necessary adjustments in the courses and/or within the subject matter emphasized within a particular course.

The Individualized Student Program form is used to track the daily activities of each student and to notify the student of daily assignments and changes and/or adjustments in his courses. Instructors assigning students to their individualized programs must always be aware of the short time that we have students in a county jail setting. Therefore, we must get the most for our students with the little time that we have.

Time on the machine is directly related to student progress. This is especially true with our ABE and ESL students. The management software may be used to project the amount of time needed on the machine to raise the reading and/or math grade levels of each student; i.e., X number of hours on the computer in the course Math Concepts and Skills will raise Mary Doe 1 grade level in math.

However, there are computer generated and instructor generated off-station work assignments that mimic the activities in the courses at the computer station. This is especially important when

you have more students than you have computer stations.

It also should be noted that weekly off-station assignments, involving the entire class, helps focus and reinforce a unity of personalities

EXCEL ESL/FOREIGN LANGUAGES PROGRAM

Our bilingual program is based on the belief that respect for the culture and background brought to the classroom in language #1 will facilitate the acquisition of language #2.

The CCC courses used in our program includes: ESL, MCSS, RR, and IR. Other materials include: News, Commercials, and Peliculas copied from the local Spanish TV station, Short stories and novels in Spanish and in English. Short stories and novels based in Chinese, Vietnamese, and Thai cultures are used also.

Students are in our classroom for 1 1/2 hours four days a week. Consequently, we set our course sessions for 30 minute blocks. This gives us time for daily housekeeping and administrative tasks including a 15 minute break for students.

After our initial interview our bilingual student is placed in the ESL course. Spanish is the default language in our ESL course. Consequently, if the student comes from a background speaking a first language other than Spanish we must adjust the course to Italian, Japanese, Arabic, Chinese, French or Mandarin. He/she is closely monitored during the initial sessions for necessary adjustments in the placement levels or courses. (Student feedback and daily course reports facilitate this process.) 30 minutes in the ESL course (after a 15 minute break) is followed by 30 minutes in the course Reading Readiness. Here we make the assumption that if a person has spent a minimum amount of time in this country, he/she is familiar with the beginnings of the English language, i.e., letters, words, sound recognition, etc. However, if they haven't been in this country for any length of time, the Reading Readiness course remains practical and workable because it mirrors the ESL course in that the same approach, vocabulary and techniques are used with additional graphics and English instruction rather than instruction in English and the native language.

The grade level vocabulary used in the ESL course also is used in off-station assignments which the students work on at least one day a week. Here our ESL students are assigned a partner who is interested in learning the native language of the ESL student. The "partner" is enrolled in the same ESL course, hearing the same vocabulary and instruction except with a different focus. The "partner" whose first language is English is concentrating on learning the computer language instruction given in English. The same course with a different focus yields the same result for both students who learn the rudiments of a new language.

At least one day a week the ESL student and the "partner" will watch a short video in Spanish. After viewing and discussing the video, both students will write a brief report in Spanish and English.

ESL assignment #1 on the computer may include 20 words at grade level .01 to grade level .99. Those 20 words are used in an assignment with several components including math, life skills, geography, writing, art, etc. The assignment is written in both English and Spanish (or whatever the native language of the ESL student). The foreign language student "partner" and the ESL student work as a team to complete the assignment. In the process of completion, both students will find themselves acting as teacher and learner; speaker and listener. Here, the ESL students will learn English, subject matter, and feel good about themselves. Here, the foreign language student "partner" will learn Spanish, subject matter, and feel good about themselves. Truly, a win-win situation.

Although time on the computer in the course is most directly related to success in the language, time talking about the language and working to solve practical problems while using the language also seems to be a most effective teaching tool.

When the ESL students complete the Reading Readiness course, they are enrolled in the next English level course called Initial Reading. Meanwhile, the student is still working daily in the ESL course for one half of class period. As long as the student is in the ESL course, we continue to balance the daily lesson with an English reading course at the appropriate level.

MCSS is low level math course (.01-1.99) used mainly to give the students practice hearing and using the language in another context. Math seems to transcend language; consequently, many ESL students have no difficulty with the general math course for students with English as a first language.

Finally, it is important for a lab instructor to always be aware of the time that he/she has with the student. In a jail environment, the average stay is three months per student. If the student works hard, puts in the time, he/she will see positive results.

EXCEL-THE LEARNING CENTER COURSE DIRECTORY

READING COURSES

1. READING READINESS (RR)

This course is the first in a series of courses designed to teach students how to read. This course is for beginners in the language, be they first or second language students. This is an audio course (headphones) with exercises in letter identification, visual and auditory discrimination, vocabulary building, comprehension skills and special activities. Students in this course should be monitored daily and strand adjustments should be made as the students "top out" in the particular reading skills. READING READINESS contains 35 hours of instruction which prepares the student for INITIAL READING

1. Reading Readiness Activity Handbook (k-1)

2. INITIAL READING (I)

This course is also an audio (headphones) course which reinforces letter recognition, discrimination and word attack skills. It also provides practice in reading and understanding whole sentences while focusing on literal and interpretive comprehension skills. Initial Reading is a first/second grade level course, including phonics and structural analysis, with 60 hours of instruction which prepares the student for the READER'S WORKSHOP (RW) or THE READING NETWORK (TRN)

1. Initial Reading Teacher's Handbook Activities (1-2)
2. Building Basic Skills In Reading - Book I

3. THE READING NETWORK (TRN)

The Reading Network is most appropriate for the adult learner reading from 1st (knows letters and basic sight words) to seventh grade. TRN offers reading materials and tasks common to daily adult experience (Life Skills). TRN is an audio course offering 100 hours of instruction.

1. Teacher's Handbook - Twist-A-Plot Activity Sheets
2. Building Basic Skills In Reading - Book I
3. Building Basic Skills In Writing - Book I

4. READER'S WORKSHOP (RW)

Reader's Workshop provides 120 hours of instruction for students reading at second through seventh grade level. This course facilitates overall reading and critical thinking by combining focused practice in reading from the content areas. Informational graphics and worksheets are also used in this course.

1. Building Basic Skills In Reading - Book II
2. FLOWERS FOR ALGERNON, Daniel Keyes
3. JOY LUCK CLUB, Amy Tan

EXCEL-THE LEARNING CENTER COURSE DIRECTORY

READING COURSES

5. PRACTICAL READING SKILLS (PRS)

Practical Reading Skills is a text based course which refers the student to maps, charts, timetables, schedules, menus, labels, applications and other life-skill materials. PRS students reading at or above fourth grade level would be most successful in this 25 hour course.

1. Practical Reading Skills Student Textbook
2. Practical Reading Skills Student Worksheets
3. Student Checklist

6. CRITICAL READING SKILLS (CRS)

Critical Reading Skills is also a text based course designed to develop advanced vocabulary and comprehension skills. Students read passages from a variety of content areas and apply critical interpretive skills to answer related questions. This 100 hour course is appropriate for reading levels junior high through post secondary.

1. Critical Reading Skills Student Textbook
2. THE AUTOBIOGRAPHY OF MALCOLM X, Alex Haley
3. THE GRAPES OF WRATH, John Steinbeck
4. THE JOY LUCK CLUB, Amy Tan

EXCEL-THE LEARNING CENTER COURSE DIRECTORY

ENGLISH COURSES

1. ENGLISH AS A SECOND LANGUAGE (ESL)

This course provides up to 600 hours of instruction (two years of daily 25 minute sessions). The course includes development of listening, reading and comprehension skills as well as presentation and practice of grammar and vocabulary. At the base level (Grade level #1) students are introduced to vocabulary mostly in their first language. As the student progresses through levels 2, 3, 4, 5, 6 more English is introduced and less of the native language. Instructions are offered in the following 1st languages: Spanish, Mandarin, Chinese, Arabic, Italian, Hmong, and Japanese.

1. English As a Second Language Teacher's Handbook
2. CUENTOS CHICANOS
3. EL COMIENZO DEL FIN LaHaye
4. ASIAN AMERICANS IN THE U S WEST

2. LANGUAGE ARTS STANDS (LS)

LS is a 100 hour course most suitable for students functioning between grades 3-6. Language Arts Strands is a basic grammar review course divided into the following strands (sections): Principal Parts of Verbs; Verb Usage; Subject-Verb Agreement; Pronoun Usage; Contractions; Possessive; Negatives; Modifiers; Sentence Structure and Mechanics Remedial Exercises and worksheets are provided for students who need additional practice and/or help in particular areas.

1. Building Basic Skills in Writing - 2
2. CANNERY ROW John Steinbeck

3. FUNDAMENTALS OF ENGLISH (FUN)

FUN is a course most appropriate for students from junior high school through junior college. It provides more than 25 hours of instruction and practice in the formation of correct, complete sentences in standard written English. Sentence Elements, Fragments, Run-ons, Double Negatives, Correct Verb Usage, and Subject-Verb Agreement are covered in this course.

1. Fundamentals of English Student Checklist
2. Words at Work, Building Vocabulary Skills
3. 50 Great American Short Stories
4. BELOVED, Toni Morrison

EXCEL-THE LEARNING CENTER COURSE DIRECTORY

MATHEMATICS COURSES

1. MATH CONCEPTS AND SKILLS (MCS)

Here math students from K-8 work through computation strands such as addition, subtraction, decimals, division, equations, fractions, multiplication, and speed games. This 250 hour course also includes in it applications strand geometry, measurement, number concepts, probability and statistics, problem-solving strategies, science applications and word problems. Student resources include: glossary and tools with protractor, ruler and calculator options.

1. Student Worksheets
2. Activities In Mathematics

Note: This course is also available in Spanish (MCSS)

2. PROBLEM SOLVING (PS)

This 100 hour course is ideal for students working between third and sixth grade level. Problem Solving develops thinking skills needed to solve word problems (Great for GED students). How many, money, mystery numbers, age problems, measure, number systems, geometry, time, rate and assistance are areas covered by this course.

1. Fundamentals of Mathematics

3. MATH ENRICHMENT MODULE (EM)

EM is a junior high to post secondary level math course that may be used as supplemental for more advanced students or as an enrichment course. The course is divided into sets, geometry, statistics, probability, logic, functions and graphing.

4. ALGEBRA TOPICS (AT)

AT is an introductory algebra course offering an innovative graphing environment that enables the student to plot graphs of equations, change the parameters, and observe the resulting change in the graphs. The 60 hours of coursework parallels the content of introductory algebra courses at the secondary level.

5. INTRODUCTION TO LOGIC (LOG)

LOG teaches correct reasoning by concentrating on logical inferences and proofs. Hopefully, the course will sharpen student's problem solving skills. Over 80 hours of instruction are available.

1. Logic, student textbook

EXCEL-THE LEARNING CENTER COURSE DIRECTORY

COMPUTER SCIENCE

1. COMPUTER LITERACY, ELEMENTARY (CLE)

CLE is a 50 hour course providing an introduction to computers and computer programming. This course is designed for students who have little or no knowledge of computers.

1. PCNOVICE personal Computers In Plain English.
2. In-Dorms, Assignments 1-30

2. COMPUTER LITERACY (CLS)

CLS is also an introductory course with 50 hours of instruction. However, CLS is geared toward students functioning at grades seven through post secondary. CLS explains how computers work, their capabilities and limitations. The course also looks into problem solving, computer history and programming instruction.

3. PROGRAMMING WITH BASIC (BP)

In this six month course, students are introduced to programming. They write, edit, run and debug programs, using the specially designed multi-window BASIC programming environment. A printed guide leads students through specific programming steps and encourages them to experiment in the programming environment.

1. Programming with BASIC Student Guide
2. Programming with BASIC Teacher's Handbook
3. BASIC Reference Card
4. BASIC Reference Manual
5. BASIC Student Checklist

4. INTRODUCTION TO DATA PROCESSING WITH COBOL (COB)

COB is a 100 hour course most suitable for college students and adults. COB introduces COBOL (Common Business Oriented Language) and teaches students to write well-structured programs. COBOL is designed for data processing in business applications. COBOL has been widely used in both commercial and military data processing.

1. COBOL Student Guide
2. COBOL Teacher's Handbook

5. INTRODUCTION TO COMPUTER SCIENCE WITH PASCAL (PAS)

PASCAL provides more than 90 hours of instruction. PASCAL begins with an introduction to the Programming Environment, Getting Started with Pascal, Data Types, Numeric Data, Non-Numeric Data, Decision Structures, File Input and Output, Loop Structures, Applications of Control Structures, Functions, Procedures, Program Design, One-Dimensional and Two-Dimensional Arrays.

1. PASCAL Student guide
2. PASCAL Teacher's Handbook

EXCEL-THE LEARNING CENTER COURSE DIRECTORY

JOBS AND RELATED COURSES

1. KEYBOARD SKILLS (KS)

KS is a ten hour course used to develop skills for the beginning student and to enhance and improve the skills and abilities of advanced students. Keyboard Skills is used by many students to increase their wordprocessing speed and accuracy.

2. ESSENTIALS FOR LIVING AND WORKING (ELW)

This 100 hour ninth grade to adult life-skill course incorporates materials and situations encountered in everyday life. The materials, accompanying text, and related activities give students practice in applying essential reading, math communication and job search skills.

1. Student Textbook
2. Teacher Handbook Activities
3. San Francisco Chronicle, Newspapers
4. ELW Student Checklist

3. SUCCESS IN THE WORKPLACE (SW)

SW is suitable for most learners from seventh grade to adulthood. This course contains realistic depictions of the workplace setting and workplace problems and solutions. Using fully integrated video segments, audio, scanned photographs, color illustrations, reproductions of charts and documents, realistic text-based scenarios, and on line writing activities, the course presents practical job applicable situations for the learner.

1. Teacher Handbook Activities
2. SW Laser Disc
3. SW Student Checklist

4. GED PREPARATION (GEDP)

The 80 hours of instruction available in this course assists students in their review and preparation for the GED test. Students spend time reviewing literature and the arts, social studies, science, writing skills and mathematics. Computer review is facilitated by the use of the Steck-Vaughn GED textbook series.

1. GED, Steck-Vaughn
2. GED Student Checklist

EXCEL THE LEARNING CENTER COURSE DIRECTORY

SCIENCE

1. SCIENCE DISCOVERY (SD)

This 25 hour course examines static electricity, light and lenses, motion, forces, waves, and sound. Students are taken through realistic and timely earth-shaking sequences when studying plate tectonics. The student should develop and hone her/his scientific reasoning and process skills, while exploring the content areas.

1. Science Discovery Teacher's Handbook
2. Science Discovery Student Checklist
3. Science Discovery Laser Disc

PROGRAM SCHEDULE - DORM AMONDAY

HORTICULTURE	8:45 - 10:45	FARM
LIFTING THE WEIGHT	9:30 - 11:00	CLASSROOM B
ORIENTATION	11:50 - 2:00	CONTACT VISITING
GED	2:00 - 3:30	CLASSROOM A
EXCEL	2:00 - 3:30	LEARNING CENTER
ESL	2:15 - 3:45	CLASSROOM C
RAICES Y TEMAS	3:30 - 4:30	CLASSROOM A

TUESDAY

ACUPUNCTURE	8:15 - 9:10	CONTACT VISITING
HORTICULTURE	8:45 - 10:45	FARM
MEN'S GROUP	9:30 - 11:00	CLASSROOM B
ORIENTATION	11:50 - 2:00	CONTACT VISITING
LIFTING THE WEIGHT	12:15 - 1:45	CLASSROOM B
GED	2:00 - 3:30	CLASSROOM A
EXCEL	2:00 - 3:30	LEARNING CENTER
ESL	2:15 - 3:45	CLASSROOM C
ORIENTATION	2:15 - 4:00	ORIENTATION

WEDNESDAY

MEN'S GROUP	9:15 - 11:00	CLASSROOM B
INSTRUCTIONAL TV	12:00 - 2:00	ALL DORMS
ISSUES & TREATMENT	12:00 - 2:00	CLASSROOM A

THURSDAY

HORTICULTURE	8:45 - 10:45	FARM
LIFTING THE WEIGHT	9:30 - 11:00	CLASSROOM B
ORIENTATION	11:50 - 2:00	CONTACT VISITING
LIFTING THE WEIGHT	12:15 - 1:45	CLASSROOM B
MEN'S GROUP	2:00 - 3:30	CLASSROOM B
GED	2:00 - 3:30	CLASSROOM A
EXCEL	2:00 - 3:30	LEARNING CENTER
ESL	2:15 - 3:45	CLASSROOM C
ORIENTATION	2:15 - 4:00	ORIENTATION
ACUPUNCTURE	3:30 - 4:00	CLASSROOM B

FRIDAY

HORTICULTURE	8:45 - 10:45	FARM
ORIENTATION	11:50 - 2:00	CONTACT VISITING
GED	2:00 - 3:30	CLASSROOM A
EXCEL	2:00 - 3:30	LEARNING CENTER
ESL	2:15 - 3:45	CLASSROOM C
ORIENTATION	2:15 - 4:00	ORIENTATION

PROGRAM SCHEDULE - DORM B

MONDAY

EXCEL	8:45 - 10:15	LEARNING CENTER
ESL	9:20 - 11:00	CLASSROOM C
GED	9:20 - 11:00	CLASSROOM A
LIFTING THE WEIGHT	9:30 - 11:00	CLASSROOM B
HORTICULTURE	11:30 - 1:30	FARM
ORIENTATION	11:50 - 2:00	CONTACT VISIT
ORIENTATION	2:15 - 4:00	ORIENTATION
RAICES Y TEMAS	3:30 - 4:30	CLASSROOM A

TUESDAY

ACUPUNCTURE	8:15 - 9:10	CONTACT VISITING
EXCEL	8:45 - 10:15	LEARNING CENTER
ESL	9:20 - 11:00	CLASSROOM C
GED	9:20 - 11:00	CLASSROOM A
MEN'S GROUP	9:30 - 11:00	CLASSROOM B
HORTICULTURE	11:30 - 1:30	FARM
ORIENTATION	11:50 - 2:00	CONTACT VISIT
LIFTING THE WEIGHT	12:15 - 1:45	CLASSROOM B
ORIENTATION	2:15 - 4:00	ORIENTATION

WEDNESDAY

MEN'S GROUP	9:15 - 11:00	CLASSROOM B
INSTRUCTIONAL TV	12:00 - 2:00	ALL DORMS
ISSUES & TREATMENT	12:00 - 2:00	CLASSROOM A

THURSDAY

EXCEL	8:45 - 10:15	LEARNING CENTER
ESL	9:20 - 11:00	CLASSROOM C
GED	9:20 - 11:00	CLASSROOM A
LIFTING THE WEIGHT	9:30 - 11:00	CLASSROOM B
HORTICULTURE	11:30 - 1:30	FARM
ORIENTATION	11:50 - 2:00	CONTACT VISITING
LIFTING THE WEIGHT	12:15 - 1:45	CLASSROOM B
MEN'S GROUP	2:00 - 3:30	CLASSROOM B
ORIENTATION	2:15 - 4:00	CONTACT VISITING
ACUPUNCTURE	3:30 - 4:00	CLASSROOM B

FRIDAY

EXCEL	8:45 - 10:15	LEARNING CENTER
ESL	9:20 - 11:00	CLASSROOM C
GED	9:20 - 11:00	CLASSROOM A
HORTICULTURE	11:30 - 1:30	FARM
ORIENTATION	11:50 - 2:00	CONTACT VISIT
ORIENTATION	2:15 - 4:00	CONTACT VISIT

PROGRAM SCHEDULE - DORM C

MONDAY

ABE	9:00 - 11:00	VISITOR'S LOBBY
GED	9:20 - 11:00	CLASSROOM A
LIFTING THE WEIGHT	9:30 - 11:00	CLASSROOM B
CREAT. WRIT. - AVOTCJA	9:30 - 11:00	IN DORM
ORIENTATION	11:50 - 2:00	CONTACT VISITING
SUB. ABUSE - ROGERS	12:30 - 2:00	IN DORM
ESL	12:30 - 2:00	CLASSROOM C
ORIENTATION	2:15 - 4:00	CONTACT VISITING
RAICES Y TEMAS	3:30 - 4:30	CLASSROOM A

TUESDAY

ACUPUNCTURE	8:15 - 9:10	CONTACT VISITING
ABE	9:00 - 11:00	VISITOR'S LOBBY
GED	9:20 - 11:00	CLASSROOM A
MEN'S GROUP	9:30 - 11:00	CLASSROOM B
MULTI CULT. - BUFORD	9:30 - 11:00	IN DORM
ORIENTATION	11:50 - 2:00	CONTACT VISITING
LIFTING THE WEIGHT	12:15 - 1:45	CLASSROOM B
ESL	12:30 - 2:00	CLASSROOM C
HEALTH ED. - HILL	12:30 - 2:00	IN DORM
ORIENTATION	2:15 - 4:00	CONTACT VISITING

WEDNESDAY

MEN'S GROUP	9:15 - 11:00	CLASSROOM B
INSTRUCTIONAL TV	12:00 - 2:00	ALL DORMS
ISSUES & TREATMENT	12:00 - 2:00	CLASSROOM A

THURSDAY

ABE	9:00 - 11:00	VISITOR'S LOBBY
GED	9:20 - 11:00	CLASSROOM A
LIFTING THE WEIGHT	9:30 - 11:00	CLASSROOM B
MULTI CULT. - BUFORD	9:30 - 11:00	IN DORM
ORIENTATION	11:50 - 2:00	CONTACT VISITING
LIFTING THE WEIGHT	12:15 - 1:45	CLASSROOM B
ESL	12:30 - 2:00	CLASSROOM C
ART - MORGAN	12:30 - 2:00	IN DORM
MEN'S GROUP	2:00 - 3:30	CLASSROOM B
ORIENTATION	2:15 - 4:00	ORIENTATION
ACUPUNCTURE	3:30 - 4:00	CLASSROOM B

FRIDAY

ABE	9:00 - 11:00	VISITOR'S LOBBY
GED	9:20 - 11:00	CLASSROOM A
SUB. ABUSE - ROGERS	9:30 - 11:00	IN DORM
ORIENTATION	11:50 - 2:00	CONTACT VISITING
ESL	12:30 - 2:00	CLASSROOM C
ART - GRANAU	12:30 - 2:00	IN DORM
ORIENTATION	2:15 - 4:00	ORIENTATION

PROGRAM SCHEDULE - DORM D

MONDAY

ABE	9:00 - 11:00	VISITOR'S LOBBY
HEALTH & SAFETY	9:30 - 11:00	IN DORM
LIFTING THE WEIGHT	9:30 - 11:00	CLASSROOM B
ORIENTATION	11:50 - 2:00	CONTACT VISITING
HEALTH ED. - HILL	12:30 - 2:00	IN DORM
ESL	12:30 - 2:00	CLASSROOM C
GED	2:00 - 3:30	CLASSROOM A
ORIENTATION	2:15 - 4:00	CONTACT VISITING
RAICES Y TEMAS	3:30 - 4:30	CLASSROOM A

TUESDAY

ACUPUNCTURE	8:15 - 9:10	CONTACT VISITING
MEN'S GROUP	9:30 - 11:00	CLASSROOM B
CREAT. WRIT. - AVOTCJA	9:30 - 11:00	IN DORM
ORIENTATION	11:50 - 2:00	CONTACT VISITING
LIFTING THE WEIGHT	12:15 - 1:45	CLASSROOM B
MULTI. CULT. - BUFORD	12:30 - 2:00	IN DORM
ESL	12:30 - 2:00	CLASSROOM C
GED	2:00 - 3:30	CLASSROOM A
ORIENTATION	2:15 - 4:00	ORIENTATION

WEDNESDAY

MEN'S GROUP	9:15 - 11:00	CLASSROOM B
INSTRUCTIONAL TV	12:00 - 2:00	ALL DORMS
ISSUES & TREATMENT	12:00 - 2:00	CLASSROOM A

THURSDAY

ART - MORGAN	9:30 - 11:00	IN DORM
LIFTING THE WEIGHT	9:30 - 11:00	CLASSROOM B
ORIENTATION	11:50 - 2:00	CONTACT VISITING
LIFTING THE WEIGHT	12:15 - 1:45	CLASSROOM B
MULTI. CULT. - BUFORD	12:30 - 2:00	IN DORM
ESL	12:30 - 2:00	CLASSROOM C
MEN'S GROUP	2:00 - 3:30	CLASSROOM B
GED	2:00 - 3:30	CLASSROOM A
ORIENTATION	2:15 - 4:00	ORIENTATION
ACUPUNCTURE	3:30 - 4:00	CLASSROOM B

FRIDAY

LIFE SKILLS - IRVING	9:30 - 11:00	IN DORM
ORIENTATION	11:50 - 2:00	CONTACT VISITING
SUB. ABUSE - ROGERS	12:30 - 2:00	IN DORM
ESL	12:30 - 2:00	CLASSROOM C
GED	2:00 - 3:30	CLASSROOM A
ORIENTATION	2:15 - 4:00	ORIENTATION

PROGRAM SCHEDULE DORM E

MONDAY

ACUPUNCTURE	8:15 - 9:30	IN DORM
ORIENTATION	8:50 - 11:00	CONTACT VISITNG
MORNING MEETING	9:30 - 10:00	IN DORM
EXCEL	12:00 - 1:30	LEARNING CENTER
GED	12:00 - 1:30	CLASSROOM A
HEALTH & NUTRITION	1:45 - 3:00	IN DORM
SUPPORT GROUP	3:00 - 5:00	CLASSROOM B

TUESDAY

ACUPUNCTURE	8:15 - 9:30	IN DORM
ORIENTATION	8:50 - 11:00	CONTACT VISITNG
MORNING MEETING	9:30 - 10:00	IN DORM
EXCEL	12:00 - 1:30	LEARNING CENTER
GED	12:00 - 1:30	CLASSROOM A
HEALTH & NUTRITION	1:45 - 3:00	IN DORM

WEDNESDAY

ACUPUNCTURE	8:15 - 9:15	IN DORM
INSTRUCTIONAL TV	12:00 - 1:45	IN DORM

THURSDAY

ACUPUNCTURE	8:15 - 9:30	IN DORM
ORIENTATION	8:50 - 11:00	CONTACT VISITNG
MORNING MEETING	9:30 - 10:00	IN DORM
EXCEL	12:00 - 1:30	LEARNING CENTER
GED	12:00 - 1:30	CLASSROOM A
HEALTH & NUTRITION	1:45 - 3:00	IN DORM
SUPPORT GROUP	3:30 - 5:00	CLASSROOM A

FRIDAY

ACUPUNCTURE	8:15 - 9:30	IN DORM
ORIENTATION	8:50 - 11:00	CONTACT VISITNG
MORNING MEETING	9:30 - 10:00	IN DORM
EXCEL	12:00 - 1:30	LEARNING CENTER
GED	12:00 - 1:30	CLASSROOM A
HEALTH & NUTRITION	1:45 - 3:00	IN DORM
ARTS & CRAFTS	3:00 - 5:00	IN DORM

PROGRAM SCHEDULE DORM F

MONDAY

ORIENTATION	8:50 - 11:00	CONTACT VISITNG
ESL	9:20 - 11:00	CLASSROOM C
LIFTING THE WEIGHT	9:30 - 10:00	CLASSROOM B
WOMEN'S CULT. - KEENE	9:30 - 11:00	IN DORM
GED	12:00 - 1:30	CLASSROOM A
CREAT. WRIT. - AVOTCJA	12:30 - 2:00	IN DORM
HORTICULTURE	1:45 - 3:30	FARM
RAICES Y TEMAS	3:30 - 4:30	CLASSROOM A

TUESDAY

ORIENTATION	8:50 - 11:00	CONTACT VISITNG
ESL	9:20 - 11:00	CLASSROOM C
WOMEN'S CULT. - KEENE	9:30 - 11:00	IN DORM
GED	12:00 - 1:30	CLASSROOM A
LIFTING THE WEIGHT	12:15 - 1:45	CLASSROOM B
CREAT. WRIT. - AVOTCJA	12:30 - 2:00	IN DORM
HORTICULTURE	1:45 - 3:30	FARM

WEDNESDAY

ISSUES IN TREATMENT	9:00 - 11:00	CLASSROOM A
HEALTH EDUCATION	9:00 - 10:00	CLASSROOM C
INSTRUCTIONAL TV	12:00 - 2:00	IN DORM

THURSDAY

ORIENTATION	8:50 - 11:00	CONTACT VISITNG
ESL	9:20 - 11:00	CLASSROOM C
LIFTING THE WEIGHT	9:30 - 10:00	CLASSROOM B
HEALTH ED. - HILL	9:30 - 11:00	IN DORM
GED	12:00 - 1:30	CLASSROOM A
LIFTING THE WEIGHT	12:15 - 1:45	CLASSROOM B
WOMEN'S CULT.	12:30 - 2:00	IN DORM
HORTICULTURE	1:45 - 3:30	FARM

FRIDAY

ORIENTATION	8:50 - 11:00	CONTACT VISITNG
ESL	9:20 - 11:00	CLASSROOM C
ART - ELLIOT	9:30 - 11:00	IN DORM
GED	12:00 - 1:30	CLASSROOM A
LIFE SKILLS - IRVING	12:30 - 2:00	IN DORM
HORTICULTURE	1:45 - 3:30	FARM
BIBLE STUDIES	3:30 - 4:30	CLASSROOM B

CJ#7 EVENING PROGRAM SCHEDULE AS OF MARCH 1994

<u>DAY</u>	<u>PROGRAM</u>	<u>TIME</u>	<u>LOCATION</u>
SUNDAY	BAPTIST SERV. - WOMEN	6:30 - 7:30	CLASSROOMS A/B
	BAPTIST SERV. - MEN	7:30 - 8:30	CLASSROOMS A/B
MONDAY	NARCOTICS ANON. - MEN	7:00 - 8:00	CLASSROOM C
	THERAPY GROUP	7:00 - 9:00	CONTACT VST.
	MAN ALIVE	7:00 - 10:00	CLASSROOM B
TUESDAY	ALCOH.ANON. - WOMEN	7:00 - 8:00	CONTACT VST.
	WOMEN AGAINST VIOLENCE	7:00 - 9:00	CLASSROOM A
	NARCOTICS ANON. SPANISH	7:00 - 8:30	CLASSROOM C
	THERAPY GROUP	7:00 - 9:00	C CLASSROOM B
WEDNESDAY	NARCOTICS ANON. - MEN	7:00 - 8:00	CLASSROOM C
	NARCOTICS ANON. - WOMEN	7:00 - 8:00	CONTACT VST.
	ALCOH.ANON. - SPANISH	7:00 - 8:30	CLASSROOM A
	PARENTING CLASS	7:00 - 9:00	CLASSROOM B
THURSDAY	UJIMA GROUP	7:00- 9:00	CLASSROOM B
	MUSLIM SERVICES	7:00 - 9:00	CLASSROOM A
	ALCOH.ANON. -WOMEN	7:00 - 8:00	CLASSROOM C
	ALCOH.ANON. - MEN	7:00 - 8:00	CONTACT VST.
	MEDITATION	8:15 - 9:30	CLASSROOM C
FRIDAY	ALCOH.ANON. - SPANISH	7:00 - 8:30	CLASSROOM A
	ALCOH.ANON - MEN	7:00 - 8:00	CLASSROOM C
	CHRISTIAN SCIENCE	7:00 - 8:00	CONTACT VST.
	MUSLIM SERVICES	7:00 - 9:00	CLASSROOM B
	CHOIR	8:00 - 10:00	CONTACT VST.
SATURDAY	PARENTING GROUP	3:00 - 5:00	CLASSROOM A
	TOUCH OF LOVE	6:00 - 7:30	CLASSROOM C
	1ST/3RD/4TH 3RD SAT WOMEN		
	CHARISMATIC CATHOLIC	6:00 - 7:30	CONATCT VST.
	2ND/4TH SAT. - SPANISH		
	TRUE HOPE	6:00 - 7:30	CLASSROOMS A/B
	2ND/4TH SAT - 2ND SAT WOMEN		
	CHURCH OF THE REDEEMED	7:30 - 8:30	CONTACT VST.
	3RD SAT		

COUNTY JAIL #3 DAY PROGRAM SCHEDULE

MONDAY

<u>CLASS</u>	<u>TIME</u>	<u>LOCATION</u>
Printshop	0830-1130	Printshop
Forensic AIDS	0900-1000	Training Room
GED/ABE	0930-1100	Room 5
ESL	1000-1130	Room 3
ITV/Life Skills	0900-1100	Tiers
Culinary Arts (Lab)	0400-1800	Kitchen
Lunch/Count	1130-1200	Tiers
Printshop	1200-1500	Printshop
GED/ABE	1200-1330	Room 5
ESL	1200-1330	Room 3
ITV/Life Skills	1200-1400	Tiers
Ethnic Studies	1200-1330	Training Room
Ethnic Studies	1330-1500	Training Room

TUESDAY

Printshop	0830-1130	Printshop
GED/ABE	0930-1100	Room 5
ESL	1000-1130	Room 3
ITV/Life Skills	0900-1100	Tiers
Culinary Arts (Lab)	0400-1800	Kitchen
3rd Baptist (Rev. Ware)	0930-1030	Training Room
Lunch/Count	1130-1200	Tiers
Printshop	1200-1500	Printshop
GED/ABE	1200-1330	Room 5
ESL	1200-1330	Room 3
ITV/Life Skills	1200-1400	Tiers
Ethnic Studies	1200-1330	Training Room
Ethnic Studies	1330-1500	Training Room

COUNTY JAIL #3 DAY PROGRAM SCHEDULE (Cont.)

WEDNESDAY

<u>CLASS</u>	<u>TIME</u>	<u>LOCATION</u>
Printshop	0830-1130	Printshop
GED/ABE	0930-1100	Room 5
ESL	1000-1130	Room 3
ITV/Life Skills	0900-1100	Tiers
3rd Baptist (Rev. Ware)	0930-1030	Training Room
Culinary Arts (Theory)	1030-1200	Training Room
Lunch/Count	1130-1200	Tiers
Printshop	1200-1500	Printshop
GED/ABE	1200-1330	Room 5
ESL	1200-1330	Room 3
Ethnic Studies	1200-1330	Training Room
Ethnic Studies	1330-1500	Training Room

THURSDAY

Printshop	0830-1130	Printshop
GED/ABE	0930-1100	Room 5
ESL	1030-1200	Room 3
ITV/Life Skills	0900-1100	Tiers
Culinary Arts (Lab)	0400-1800	Kitchen
Lunch/Count	1130-1200	Tiers
Printshop	1200-1500	Printshop
GED/ABE	1200-1330	Room 5
ESL	1200-1330	Room 3
ITV/Life Skills	1200-1400	Tiers
Ethnic Studies	1200-1330	Training Room
Ethnic Studies	1330-1500	Training Room

COUNTY JAIL #3 DAY PROGRAM SCHEDULE (Cont.)

FRIDAY

<u>CLASS</u>	<u>TIME</u>	<u>LOCATION</u>
Printshop	0830-1130	Printshop
GED/ABE	0930-1100	Room 5
ESL	1000-1100	Room 3
ITV/Life Skills	0900-1100	Tiers
3rd Baptist (Rev. Ware)	0930-1030	Training Room
Culinary Arts (Theory)	1030-1200	Training Room
Lunch/Count	1130-1200	Tiers
Printshop	1200-1500	Printshop
GED/ABE	1200-1330	Room 5
ESL	1200-133	Room 3
ITV/Life Skills	1200-1400	Tiers
Ethnic Studies	1200-1330	Training Room
Ethnic Studies	1330-1500	Training Room

EVENING PROGRAM SCHEDULE
COUNTY JAIL #3

<u>DAY</u>	<u>PROGRAM</u>	<u>TIME</u>	<u>LOCATION</u>
<u>Monday</u>	Open	1800-1930	Training Room
	Open	1800-1930	Room 5
	Open	1800-1930	Room 3
<u>Tuesday</u>	Spanish Speaking Ministry (Jaime Mejia)	1800-1930	Training Room
	Psych. Group (Jos. Chow)	1800-1930	Room 3
	Open	1800-1930	Room 5
<u>Wednesday</u>	Richmond Rescue Mission	1800-1930	Training Room
	Alcoholics Anonymous	1800-1930	Room 3
	Muslim Study Group	1800-1930	Room 5
<u>Thursday</u>	3rd Baptist Church (Rev. Ware)	1800-1930	Training Room
	Emmanuel Church of God Christ	1800-1930	Room 3
	Gay Life Skills (F. Millen)	1730-1930	Room 5
<u>Friday</u>	Open	1800-1930	Training Room
	Open	1800-1930	Room 3
	Open	1800-1930	Room 5

Classes Pending: Narcotics Anonymous (General Population)

Under Consideration: Parenting/Men Overcoming Violence/Spanish-speaking A.A.

*Fundamentals
for Start- Up of
Inmate
Programs*

JAIL POPULATION NEEDS

A local community college Learning Level Specialist tested the San Francisco Jail population and found the following:

- 75% were 4th to 6th grade level;**

Testing in our inmate orientation class determined:

- 80% Have a drug/alcohol problem;**
- 85% Have no jobs;**
- 50-60% males have record of domestic violence/violence**
- 85% are parents**

In states throughout this nation, local detention facilities are hard at work taking up the challenge of ways to impact crime and violence. They are setting up integrated curriculums in their educational, vocational, and counseling programs.

They are also finding out the walkaway rate in jail alternatives is measurably decreased by an in-custody preparation, a minimum of (30) days busy participating in programs.

Don't focus on why jail programs won't work.

Take that thought process out of your head!!!

Focus on why it will work!

FORGET

Our place is different

It costs too much

Staff won't buy into it

We're not ready

Can't work in our jail system

We've never done it this way

STOP

Instead look at the future consequences
if you don't do it.

Don't you let you be the problem- holding everyone
back.

Don't deny your staff working in an environment
that is less stressful, and a job that is more fulfilling.

IMAGINE

Yourself as an agent of change- given credit
for "bettering" the community.

REMEMBER: Resources are not the problem,
Lack of commitment is!!!

Being proactive about jail programming is challenging you to think "outside the box." Don't expect the future will be business as usual.

Public Finances

Population Growths

ARE ON A COLLISION COURSE

Attitudes toward crime

Building jails does not deter/impact crime and violence. For a couple of years now we have heard the cliché "You can't build your way out of crime & violence.

Where can we invest resources in order to affect events for generations and years to come?

Administrators facing documented increases in the number of

- Drug dependent offender population**

- Violent charges population**

With no indication that there will be a downward trend in the near future.

MANDATED PROGRAMS

In *Sundby v. Fieldler*, 827 F. Supp. 580 (W.D. Wis. 1993), a federal court ruled that the prison's interest in rehabilitation of a sex offender prisoner outbalanced his limited liberty interest in refusing participation in sex offender treatment program; compelled participation did not violate prisoner's constitutional rights.

"an inmate's liberty interest in refusing treatment is not absolute, but is qualified by the legitimate penological objectives of the correction system such as punishment and rehabilitation as well as the prison's legitimate interest in maintaining safety and security."

JAIL PROGRAMS

STRUCTURE

- Direct Supervision / All Jails
- Consistent supervision
- Racial/ethnic composition that reflects the gen.. population
(Instructors)

ROLE MODELING TO CHANGE NEGATIVE BEHAVIOR

- Sworn staff
- All service providers including nursing staff, teachers, etc.

WHO BENEFITS THE MOST FROM JAIL EDUCATION

- All jail staff/ safer, pro social environment
- First time offenders
- Non-violent offenders
- Already seeking job training
- Young mothers
- Sentenced inmates with enough time to complete programs
- Those expressing a strong desire to change

WHAT TO AVOID

- Co-educational classes
- Trying to provide classes to all inmates
- Classes where there is a high level of noise and activity
- Funding programs that do not demonstrate a high measure of success.

CASE MANAGEMENT

- Orientation
- Status Reports
- Provide Referrals

AFTERCARE/ON-GOING SERVICES

- Linkage with community based programs

IMPLEMENTATION OF PROGRAMS ACTION PLAN

- 1. Identify the need - SET-UP committee process to identify need (i.d. programs, class rules, hire selection , media control)**
- 2. Set-up Staff and Supervisor meetings**
- 3. Commitment - Ownership of Operations (see "forget" handout)**
- 4. Are programs relevant to prisoner population? (jail industries bal.)**
- 5. Are programs helpful for Facility?**
- 6. Identify funding sources**
- 7. Codify clear program expectations**
- 8. Each shift facilitates housing area "town hall" meetings (see do's & don'ts)**
- 9. Develop facility/program contract**
- 10. Set up comprehensive english and Spanish language orientation**
- 11. Assess the prisoner population**
- 12. Train staff on the impact of programs & their implementation**
- 13. Plan logistics based on minimizing "traffic" to & from class (in-dorm/tier classes)**

- 14. Ensure consistent accountability by sworn staff & teachers**
- 15. Measure the success of the programs**
- 16. Market the economic and social impact of the programs to the administration, management, staff, criminal justice groups, and the community (write- ups, testing, post-release letters)**
- 17. Integrate all staff into daily operations:**
 - a. Program coordinator role-mid mgr./1st. line supervisor**
 - b. Assign PC to day & swing muster (enables PC to be informed on facility, operational, & depart. issues)**
 - c. Include PC in approp. operational meetings,supes/staff**
 - d. Incorporate PC for in-service training for new deputies (req. all teachers to go through facility training)**
 - e. Chain of Command shows PC reports to Captain**
 - f. Provide assistance to PC ; assign radio, vehicle for off-site duties and Ct/Ot as authorized by Commander**
 - g. Each facility keep payroll for PC**

"TOWN HALL" MEETINGS

CHECK IN

1. What is the emotional tone of the day in the housing area?
2. What are the goals of the day?
3. What is the schedule of the day/evening?
4. The Reading for the day

CHECK OUT

1. Remember, daily you receive new prisoners. A quick mini-orientation of house/program rules will be worthwhile not only for the new arrival, but also for those who have been around a while.
2. What one positive thing will participant take away with him/her?

BASIC RULES FOR DORM/TIER MEETING

1. Ensure all prisoners are at the tables before beginning;
2. To speak prisoners must raise their hands and be recognized to speak, one at a time;
3. Prisoners are prohibited from yelling, using obscenities, interrupting others, or "personalizing" (pointing at others) during heated discussions;

HOW TO RUIN A "TOWN HALL" MEETING

- 1. Start the meeting without all prisoners at the table**
- 2. No control- everyone talking/yelling at once**
 - No ground rules set**
- 3. Call the meeting when you are angry**
- 4. Be disrespectful; go down to saboteur's level**
- 5. Talk "at them"; don't let participants speak**
- 6. Don't listen; act disinterested or bored**
- 7. Swear at participants or use obscenities**
- 8. Taking sides - racial issues**
- 9. Disrespecting other staff**
 - Rolling your eyes**
 - "Who told you that???"**
- 10. Leaving radio/television on during meeting**
- 11. Use of sarcasm**
- 12. No consistently following the ground rules**
- 13. Allowing meeting to go on too long- not controlling direction or resolution.**

EVALUATION COMPONENT (Responsive to needs) PROGRAMS THAT CHANGE LIFESTYLE

- Drug education**
- Anger control, stress management**
- Parenting**
- Reading**
- Basic Life Skills**
- Child Abuse, spousal abuse**
- Post Release component**
- Empower teachers and staff to use new ideas**
- Are inclusive of family**
- Safer Institution**

SAN FRANCISCO SHERIFF'S DEPARTMENT JAIL PROGRAMS

<u>PROGRAMS</u>	<u>JAIL 1 & 2</u>	<u>JAIL 3</u>	<u>JAIL 7</u>	<u>JAIL 8</u>	<u>*P.R.E.P. (SWAP/H.D. C.P./D.C.)</u>
<u>GENERAL</u>					
Direct Supervision			X	X	
Orientation	X	X	X	X	X
<u>EDUCATION</u>					
G.E.D.		X	X	X	X
English-as-a-Second-Language(ESL)		X	X	X	
Literacy		X	X	X	
Math		X	X	X	X
English		X	X	X	X
Science		X	X	X	X
Computer Center/Computer Literacy/Excel			X	X	X
Partnership for Success					X
Multi-cultural and	X	X	X	X	X
Ethnic Studies					
IT Instructional Film Series	X	X	X	X	X
Health & Nutrition	X	X	X	X	
Introduction to the Law					
Mentor Counseling/Educational Development			X		
Women's Culture	X		X	X	
<u>VOCATIONAL</u>					
Garden Project					X
Print Shop		X			
Culinary	X	X		X	X
<u>SUBSTANCE ABUSE</u>					
S.I.S.T.E.R. PROJECT				X	X
Roads to Recovery			X		X
Acupuncture Detoxification			X	X	X
Issues in Treatment			X		
Substance Abuse Group Counseling	X	X	X	X	X
Job Readiness			X	X	X
Crisis Counseling				X	
Narcotics Anonymous	X	X	X	X	X
Alcoholics Anonymous	X	X	X	X	X
Spanish NA/Spanish AA		X	X	X	

<u>PROGRAMS</u>	<u>JAIL 1 & 2</u>	<u>JAIL 3</u>	<u>JAIL 7</u>	<u>JAIL 8</u>	<u>*P.R.E.P. (SWAP/H.D. C.P./D.C.)</u>
-----------------	-----------------------	---------------	---------------	---------------	--

COUNSELING

Horticulture Therapy			X		X
Parenting	X	X	X	X	
Children's Center			X	X	
Drama Therapy			X		
Group Counseling	X	X	X	X	X
AIDS Workshops	X	X	X	X	X
Women's Group	X		X	X	
Women Against Violence Groups (Victim's Rights)	X		X	X	
Life Skills	X	X	X	X	X
Sexual Trauma Survivors Groups			X		
Yoga			X	X	
Meditation		X	X	X	X
Violence Prevention	X		X	X	X
Conflict Resolution	X		X	X	
Domestic Violence Prevention	X	X	X	X	X
Gay Life Skills	X	X	X		
Stress Reduction	X	X	X	X	
Dealing with Anger			X		
Men's Group	X	X	X	X	

ARTS

Creative Writing			X	X	
Mask Making Therapy				X	
Graphic & Visual Arts Therapy			X	X	
Sculpture			X		
Theater			X	X	
Music		X			

LIBRARY SERVICES

Books and Magazines	X	X	X	X	
---------------------	---	---	---	---	--

RELIGIOUS SERVICES

All Denominations	X	X	X	X	X
-------------------	---	---	---	---	---



C124918065